DOCUMENT RESUME

ED 222 784 CG 016 240

TITLE	Program Planning Guide. Georgia Comprehensive Guidance Series.
INSTITUTION	Missouri Univ., Columbia. Dept. of Counseling and Personnel Services.
SPONS AGENCY	Georgia State Dept. of Education, Atlanta. Office of Planning and Development.
PUB DATE	81
NOTE	173p.; For related documents, see ED 214 690, CG 016 241-250, and CG 016 329-334.
PUB TYPE	Guides - Non-Classroom Use (055) -- Reports - General (140)
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	Counselor Training; Curriculum Development; Elementary Secondary Education; *Evaluation Methods; Formative Evaluation; Guidance Objectives; Guidance Personnel; *Guidance Programs; Models; *Program Design; *Program Development; School Role; Student Needs

ABSTRACT

This program planning guide is the introductory volume in a series designed to provide school planners and guidance personnel with a model for a comprehensive developmental guidance program which can be adopted, adapted or used to create new programs. The materials focus on program planning, staff development, guidance curriculum, and activity guides for grades K-12. Definitions, responsibilities, basic assumptions, content areas and goals, and program components of a comprehensive, developmental model are delineated in part 1. The process for assessing current programs, including identifying activities and outcomes, gathering perceptions about the existing program, analyzing staff time and activities, and identifying available school and community resources is presented in part 2. Four interactive components of the developmental model--curriculum, individual planning, responsive services, and support systems--are described in part 3. Program implementation guidelines are introduced in part 4 and part 5 outlines procedures for maintenance and evaluation of the new program. Appropriate questionnaires, charts, inventories and report forms are provided for each step of the program planning process. (MCF)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED222784

Program Planning Guide Georgia Comprehensive Guidance

SERIES

Georgia Comprehensive Guidance Series

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

X Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

A. Moughan

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Georgia Department of Education
Atlanta, Georgia
1981

CG 016240

Developed by
Career Development Projects
Department of Counseling and Personnel Services
College of Education
University of Missouri-Columbia

Project Director
Earl J. Moore

Production Coordinator
Barbara H. Burnett

Pupil Personnel Services
Division of Educational Development
Office of Planning and Development
Georgia Department of Education
Atlanta, Georgia 30334
Charles McDaniel
State Superintendent of Schools
1981

STATE OF GEORGIA
DEPARTMENT OF EDUCATION
OFFICE OF THE STATE SUPERINTENDENT OF SCHOOLS
STATE OFFICE BUILDING
ATLANTA 30334

CHARLES McDANIEL
State Superintendent of Schools

Dear Georgia School Counselor:

Never have our schools needed you so desperately. Your knowledge of youth and how to help them find their way in life is crucial not only to students, but to school personnel, parents and others in the community.

Our youth seem to be smarter than ever, but so many experience failure both in school and out. They have a lot of things to add to their enjoyment, but many do not seem happy. They have countless opportunities awaiting them, but we wonder if they are going to have the skills or the desire to benefit from these advantages.

We love our young people and we want them to succeed. We want them to be the best and to have the best that is possible. Please help them to be

- Warm, friendly people who can communicate with others
- People who know how to act responsibly and who have a concern for the welfare of others
- People who have confidence in themselves and pride in their abilities
- People who are willing to work, yet wise enough to find time for leisure.

We're counting on you, school counselor! Our youth are our greatest treasure. They are our inspiration for today and our hope for tomorrow.

Sincerely,

Charles McDaniel
State Superintendent of Schools

CM:bgr

Foreword

The Georgia Department of Education recently projected the goals for education in Georgia. In a document titled *The 80's: A Plan for Georgia Education*, the State Board listed goal statements which reflected "...the ideas of skills and attitudes a graduate of Georgia's educational system should strive to achieve through instructional programs in the State's public schools." While *all* fourteen goal statements have implications for guidance programs, the following statements imply definite and specific responsibilities:

Each individual shall have opportunities to develop abilities so that he or she --

- recognizes the need for lifelong learning.
- has the background to begin career pursuits.
- makes responsible decisions.
- respects and seeks to understand himself or herself.
- possesses a personal value system which emphasizes consideration for others.
- functions effectively as a family member.
- seeks to maintain sound physical and mental health.

Georgia's schools must plan for and cope with societal change. Guidance program planners will need to be involved in this process. It is especially important for our guidance program leadership personnel to be aware of the significance of these new developments.

The *Program Planning Guide* is a publication that can be used to initiate guidance program improvement. For the past decade the Guidance Unit in the State Department of Education has been focusing on various aspects of comprehensive program planning. The *Program Planning Guide* is the product of various research and development efforts in which many public schools throughout the state of Georgia have been able to participate. We feel that this document can stimulate guidance program leadership to develop programs that will keep pace with the educational changes that are taking place within our State.

Jim Conkwright
Neil Gunter
O. C. Hill

Guidance Unit
Georgia State Department
of Education

TABLE OF CONTENTS

Letter to School Counselors. 1

Foreword ii

Part One: An Introduction to Comprehensive Developmental Guidance. 1

A Rationale for Developmental Guidance 2

Areas of Guidance Responsibility 3

Basic Assumptions of Developmental Guidance 8

Contemporary Life Role Skills. 9

Guidance Program Components 11

Part Two: Assessing Current Programs 15

Step I: Identify Current Activities and Outcomes/ Collect Related Data 15

Step II: Gather Perceptions about the Program 19

Phase I: Inventory of Guidance Program Functions 22

Phase II: Surveys 22

Step III: Analyze Staff Time and Activities 27

Step IV: Identify Current Resources 28

Reporting Current Program Assessment 32

Summary of Guidance Program Functions 37

Summary of Guidance Program Development Factors 45

Part Three: Georgia Comprehensive Guidance Model 47

Component 1: Guidance Curriculum 48

Component 2: Individual Planning 62

Component 3: Responsive Services 69

Component 4: Systems Support 74

Part Four: Program Improvement and Implementation 79

An Improved Guidance Program 80

The Program Structure 80

Decide on Student Competencies 80

A Reporting System 82

An Individual Career Plan (ICP) 88

Summary of Basic Organizers for Guidance Program Commitments 90

Implementing an Improved Program 91

Assess Perceived Student Needs 91

Integrating Needs Assessment Information 97

Additional Needs Assessment Data 98

Needs Assessment: Final Reports 100

Decide What Stays and What Goes 101

The Priority Setting Process 102

Prioritized Student Needs Summary Report 104

Decide How to Handle Displaced Activities 115

Develop Timetables and Activity Schedules 117

Establish a Budget 126

Modify Guidance Facilities 128

Part Five: Maintaining and Evaluating an Improved Program 137

Maintaining the Program 137

Evaluating the Program 148

Process Evaluation 148

Product Evaluation 150

Using Process and Product Evaluation Reports 160

Part One:
An Introduction to
Comprehensive Developmental Guidance

The challenge and responsibilities resting upon Georgia's school counselors becomes steadily more demanding. Georgia's educational consumers expect education to be individualized and responsive to the contemporary life role demands. They want a school guidance program that is attuned to the needs youth encounter today as well as prepare them for the future. In addition, counselors are expected to continue guidance functions that once justified their appearance on the educational scene. Crisis counseling, testing, scheduling and administrative-clerical duties are existing duties that require attention but often interfere with an adequate response to new needs. This past services organizational pattern has embedded the school counselor in a supportive, remedial role that is not seen as a mainstream function by most people. As a result, counselors do many quasi-guidance tasks because such tasks can be justified as being a service to someone. While the public moves closer to expecting the educational process to have a developmental guidance point of view, counselors are often committed to retaining their original investments.

A developmental perspective of students' needs has emerged in guidance. It focuses on the normal patterns of growth and aims to be preventive rather than crisis-oriented. Questions such as "Who am I?" "Where do I belong?" and "What do I value?" are as crucial as "What do I want to do with my life?" Without answers to these questions, young people seem unable to provide organization to their lives or to attach personal meaning to the events and experiences that confront them. They are often unable to take responsibility for their own lives or to accept the consequences of their own behavior.

A Rationale for Developmental Guidance

The goal of developmental guidance is to maximize human competence. It is a comprehensive program based on individual and societal needs organized around person-centered goals and various activities designed to meet those needs. Comprehensive school guidance programs that would facilitate growth and learning must be concerned with each student having sufficiently sound emotional and social skills as well as the more academic, cognitive forms of competence. More specifically, this means that guidance is an educational program commensurate with other major educational programs in the school.

Guidance as a *comprehensive, developmental educational program* places emphasis on individual development; an educational program responsible for assisting all individuals. Individuals today face depersonalization in many facets of their lives as bureaucracies and impersonal relations are commonplace. They often feel powerless in the face of masses of people, mass communication, and mass everything else and need help in dealing with these feelings, not at the expense of society but in the context of society. Their feelings of control over their environment and their own destiny and their relations with others and institutions are of primary importance in guidance programs. Individuals must be viewed as totalities, as individuals. In recent years the school has played an increasingly important role in aiding youth to cope with some of their needs. This stems in part from the developing awareness of educators that one's mind cannot be disassociated from the rest of the total person and personality. Individual development can best be facilitated by guidance programs that begin in the early years and continue to be available throughout the lives of individuals.

The developmental perspective for guidance does not eliminate or de-emphasize important traditional guidance practices and processes used when working with educational and occupational concerns of individuals at specific points during their lives. Nor is it less responsive to any crisis-oriented, personal-social needs they may

have. On the contrary, the developmental perspective places these more immediate needs and concerns in the context of total human development so they can be better understood and met. The developmental perspective recognizes that there are guidance related understandings and competencies which *all* individuals need as they grow and develop.

Areas of Guidance Responsibility

There are *eight* specific areas of human growth and development for which guidance programs are responsible. Two important areas are that of assisting all individuals in developing self-understanding and in developing effective interpersonal relationships. This means that a major emphasis in guidance programs is on individuals learning about themselves, learning about others, and learning about interactions between self and others. Formerly, individuals were brought up in a fairly stable society in which their roles were defined and relationships with others fairly constant. Now they face an increasingly mobile society in which relationships with both people and things are becoming less and less enduring. Society is characterized by transience and impermanence. Traditional beliefs and ways of doing things no longer seem sufficient in coping with the environmental demands. As a result, many individuals today have problems defining their roles; thus, the quests for answers to "Who am I?" and "Where do I fit in?"

Self Understanding. Guidance programs can help fill these needs by focusing especially upon the individuals as a self, that is their self-understanding of others in relation to themselves. The development in individuals of self-appraisal and self-improvement competencies is a primary goal of guidance. Through learnings in this area, individuals become more aware of personal characteristics such as aptitudes, interests, goals, abilities, values, and physical traits and the influence these characteristics may have on the persons they are and can become. Being able to use self-knowledge in life career planning and in interpersonal relationships and to assume responsibility for one's own behavior are examples of desired outcomes.

Interpersonal Relations. Traditionally, the focus on mental health in our society has been remediative rather than preventive or facilitative. Fortunately, attention is now shifting toward the fostering of attitudes and skills which enhance physical and mental health from a holistic and developmental point of view. Interpersonal relations are central factors of this perspective. In the area of physical health, individuals can be assisted in developing active interests and skills to balance the sedentary-types of activities often engaged in during occupational pursuits. Likewise, in the area of mental health, skills in developing more intimate and caring relationships with such "significant others" as spouses, family members and friends can be facilitated. The constructive use of leisure time can be enhanced by the development of these skills. A good deal of our leisure time is dependent on interpersonal relations.

Expressing Ideas. To participate effectively in the learning process, an individual must be confident in their ability to learn. Since confidence in learning is, in large part, dependent upon the development of one's ability to express ideas, a life-long learner needs to be competent in listening, speaking, reading, and writing. In addition, various methods of expression are needed as one relates to the different life roles. Then assertiveness (not to be confused with aggressiveness) in self-expression is needed for each life role; the emphasis should be on how to use those methods of expression in an appropriate manner. Feelings of competence, confidence and self-acceptance are difficult to achieve in a mistake-conscious society. The seemingly simple task of developing positive feelings about self has become deceptively complex and elusive. Building a firm sense of personal identity and autonomy requires adequate self-expression skills. Unfortuantely, those young people who are most in need of developing these skills seldom have the opportunity for they are walled off from meaningful interaction with significant members of our society. They see more than they understand, observe more than they can express, and respond more to peer pressure than act according to their own volition.

Gathering and Processing Information. A fourth area for which guidance is responsible is assisting all individuals in gathering and processing information about current and potential life roles, settings, and events. Increasing societal complexity not only affects interpersonal relationships and feelings of individuality, but also other life roles, settings, and events, specifically including those associated with the worlds of education, work, and leisure. Changes resulting from advances in technology are perhaps most apparent as they affect the world of work. No longer are individuals well acquainted with the occupations of family and community members or their contributive roles to the common good of the society. Parents' occupations are removed from the home and often from the immediate neighborhood. For the majority, there is increased responsibility for personal decision making concerning vocational plans at a time when options have become numerous and puzzling and when youth have less acquaintance than did their forebears with some essential elements of choice.

Because individuals over their lifetimes will be assuming a number of roles, functioning in a variety of settings, and experiencing many events, learnings in this area emphasize their understanding of the various roles, settings, and events which interrelate to form their life careers. The roles of family member, citizen, worker, and leisure participant; settings such as home, school, community, and work; and events such as birthdays, educational milestones, job entry, and job change are identified and examined in terms of their influence on lifestyles. Learnings in this area include developing understanding of the structure, requirements and characteristics of the family, education, work, and leisure. It is important that these learnings are *not* based on stereotypes. Special assistance should be provided minorities, women and other groups as they encounter special needs relative to shifting career patterns and opportunities.

Rights and Responsibilities. Guidance programs are currently being asked to assist in a detailed examination of the rights and responsibilities for each of the five major life roles: family rights and responsibilities, learner rights and responsibilities, citizen

rights and responsibilities, consumer rights and responsibilities, and producer rights and responsibilities. Included in this area is the accent on the person's moral rights and responsibilities as well as legal rights and responsibilities.

The increasing complexity of life requires a commitment to personal and professional renewal. Faced with unrelenting time pressures, individuals can easily fall prey to a quagmire of daily routines. To do so is to stagnate. Personal growth, career advancement or career change require continous learning skills. More specifically, individuals need to assume a personal responsibility for growth.

Recent studies have indicated that almost one-fourth of American adults can be considered functionally incompetent as consumers. Moreover, the majority of today's consumers lack the knowledge and skills needed to function "without difficulty" in everyday life. Too few adults have mastered the basic organizational and computational skills involved in such daily tasks as balancing a checkbook or making the most economical purchase of variously priced foods. The relative importance of another everyday life skill is evident in the results of a statewide survey which revealed that approximately 86 percent of Georgia high school students would like added help in understanding and preparing for the kinds of legal responsibilities they will face as adults. Family life skills are an obvious need. The fact that one of every four births in Georgia was to unwed mothers ranging from 10 to 19 years, and the fact that 53 percent of two-parent families in the country have both parents working outside the home give credence to the importance of developing parenting skills. Our social problems are no longer limited to esoteric discussions. Daily living skills that can be applied to citizenship and community involvement activities can now be identified.

Valuing and Decision Making. Another area of human growth and development for which guidance is responsible is the development of valuing and decision making competencies in individuals. Planning for and making decisions are vital tasks in the lives of individuals. Every day decisions are made which influence one's life career. Mastery of decision making skills and the application of these skills

to life career planning are central learnings within this area of guidance. A preliminary task to effective decision making is the clarification of personal values. The degree of congruence between what individuals value, and the outcomes of decisions individuals make, contribute to personal satisfaction.

Individuals learn within this area to identify the steps necessary in making decisions. Included are the skills for gathering and using relevant information. Understanding the influence of planning on one's future and the responsibility one must take for planning are components of the life career planning process. Life career planning is ongoing. Change and time affect one's planning and decisions. A decision outcome that is satisfactory and appropriate for the present may, with time or change, become unsatisfactory or inappropriate. Thus, the ability to evaluate decisions in view of new information or circumstances is vital. Being able to clarify personal values, identify steps needed to make personal decisions, gather relevant information, and apply decision making skills to life career plans are examples of desired outcomes in this area of guidance.

Achievement Motivation. An uninformed choice is no choice at all. Informed and reasonable choices are not based on error or accident. Personal freedom and control over one's destiny requires achievement motivation; a commitment to planning and preparation, an ability to defer short-term gratification for long-term goals and an ability to choose among a multiplicity of educational and occupational options. In addition, maturity in career decision making requires a knowledge of personal interests and abilities built on practical and simulated experiences. Supported in efforts to clarify and to build personal value standards and priorities, young people can master the developmental tasks of career planning and goal setting.

Since work is such an integral part of life, young people deserve opportunities to acquire marketable skills and to build an experiential understanding of the world of work. Employability skills include effective work habits, job-seeking skills, self-placement competencies, and a knowledge of the occupational and educational requirements and needs of the working world. The pressures of underemployment and of

unemployment in today's working world call for a new relevance and practicality in learning environments. Youth need to understand what it is like to work, not only in their roles as students or as part-time workers, but also as part of the labor force. They need to experience the intrinsic and extrinsic rewards of successful performance.

Problem Solving. Finally, guidance is responsible for assisting all individuals to understand and relate the meaning of basic studies and occupational preparation to problem solving in their present and future lives. It is a responsibility of the guidance program to seek to create relevance in the schools and to show individuals how the knowledge, understandings, and skills they are obtaining and the courses they are taking will help them solve problems as they progress through their career.

Guidance also is responsible for assisting all individuals in developing placement competencies to aid them in coping with change, such as the transition from one setting to another. As individuals move from one setting to another they need specific knowledge and skills to make such moves as effectively as possible. While placement is defined broadly, specific attention is given to intra- and inter-educational and occupational transitions and to the personal competencies needed to anticipate and cope with such transitions. Personal competencies include knowledge of the spectrum of educational courses and programs, an understanding of the relationships they may have to personal and societal needs and goals, and skill in using a wide variety of information and resources. It also includes an understanding of the pathways and linkages between those courses and programs and potential personal goals.

Basic Assumptions of Developmental Guidance

In addition to areas of human growth and development, there are other considerations associated with a comprehensive, developmental program perspective. These considerations can be presented in the form of assumptions about developmental guidance.

Assumption 1: Guidance programs should help develop and protect students' individuality.

Assistance must be provided to all individuals so that they can become aware of their needs and can develop and pursue immediate and long-range personal goals.

Assumption 2: Guidance programs should be available to all at all educational levels.

Guidance programs should function effectively at each educational level and be a part of the educational program of all individuals.

Assumption 3: Guidance programs should meet developmental needs as well as remedial concerns.

Guidance programs should have a developmental focus which maximizes the prevention of problems and a remedial emphasis to assist with problems that do arise.

Assumption 4: Guidance programs should be integrated with the total education process.

An equal and complementary relationship must exist between the instructional program and the guidance program. It means that all educational staff have guidance responsibilities. Program coordination is assumed by the guidance staff in addition to their direct service functions and to students.

Assumption 5: Guidance programs should be evaluated for effectiveness.

If guidance programs and personnel are to be responsive to the guidance needs of those who are served, evaluation is necessary. To accomplish this will require that guidance programs be organized and implemented from an evaluation perspective.

Contemporary Life Role Skills

The adoption of competency based education for the development of contemporary life role skills in Georgia schools supports the need for

strong programs of school guidance. Schools have been criticized for years because too many graduates are deficient in the skills required for adapting in society. Many students fail to see meaningful relationships between what they are asked to learn in school and what they will do when they leave the educational system. In the past, there has been too much emphasis on bringing students to a certain grade level by the end of the school year, rather than considering the total constellation of developmental skills needed to make the individual a more effective person. This approach too frequently produces passive-dependent students who become apathetic, irresponsible, or rebellious.

Georgia's State Board of Education (1976, 1978) has defined "as a major role of the public schools the responsibility to ready the children and youth of Georgia for contemporary life roles." The following roles and skills have been delineated:

1. Learner - Each graduate must demonstrate applied proficiency in reading, writing, listening, analyzing, speaking, and basic computing. They should be able to acquire knowledge and understanding on their own during and after formal education.

2. Individual - Each graduate must demonstrate applied proficiency in the skills and understanding necessary to improve physical and mental health. They should be able to use their leisure time in a manner which is profitable and fulfilling. They should be able to establish a personal family role which is mutually beneficial to self and to other members of the family.

3. Citizen - Each graduate must demonstrate applied proficiency in the skills and understanding of society, by using and contributing to society in the appropriate manner and by interacting with the environment in a responsible way.

4. Consumer - Each graduate must demonstrate applied proficiency in the skills and knowledge necessary to be an informed consumer, using available resources in an efficient and beneficial manner.

5. Producer - Each graduate must demonstrate applied proficiency in the skills and knowledge necessary to select and pursue work which reflects their interests and abilities. They should also have the skills needed to pursue a new career should a situation arise which dictates a change.

Assisting *all* students to "demonstrate applied proficiency" as learners, individuals, citizens, consumers, and producers is a tremendous developmental responsibility, but it is apparent that today's society demands such skills. Each school must rely on the teamwork of its entire staff to plan, implement and evaluate continuously its programs of instruction and guidance. In addition, schools need the support of parents and communities. Open communication among students, school staff, parents, and the community is vital.

A comprehensive guidance program based on a rationale of human development and life role skills requires the consideration of new organizational patterns and structures in order to be implemented.

Guidance Program Components

An examination of the emerging needs of students, the variety of guidance methods, techniques and resources available, and the increased expectations of policy makers, funders and consumers indicates that a new organizer for guidance programs in the schools is needed. The traditional formulations of guidance--the six services (orientation, information, assessment, counseling, placement, and follow-up) and the three aspects of guidance (educational, personal-social, and vocational), while sufficient at one time, are no longer adequate ways to organize guidance programs in today's schools.

When described as services, guidance is often cast as ancillary and is seen as only supportive to curriculum and instruction, not as equal and complementary. The three aspects view of guidance frequently has resulted in fragmented and event oriented activities, and in some instances, in the development of separate kinds of programs and counselors. Educational guidance is stressed by academic/college personnel, personal-social guidance becomes the territory of mental health workers, and vocational guidance becomes the focus of vocational education and manpower/labor economists.

If the proposition that these traditional organizers are no longer adequate is acceptable, then the question is, What is an appropriate one? One way to answer this question is to ask, What should be expected of a comprehensive guidance program?

- Are there knowledges, skills, and attitudes needed by all individuals that should be instructional responsibility of guidance programs?
- Do individuals have the right to have someone in the school system sensitive to their unique life career development needs including needs for placement and follow-through?
- Should guidance staff be available and responsive to special or unexpected needs of students, staff, parents, and the community?
- Does the school program and staff require support that can best be supplied by guidance personnel?

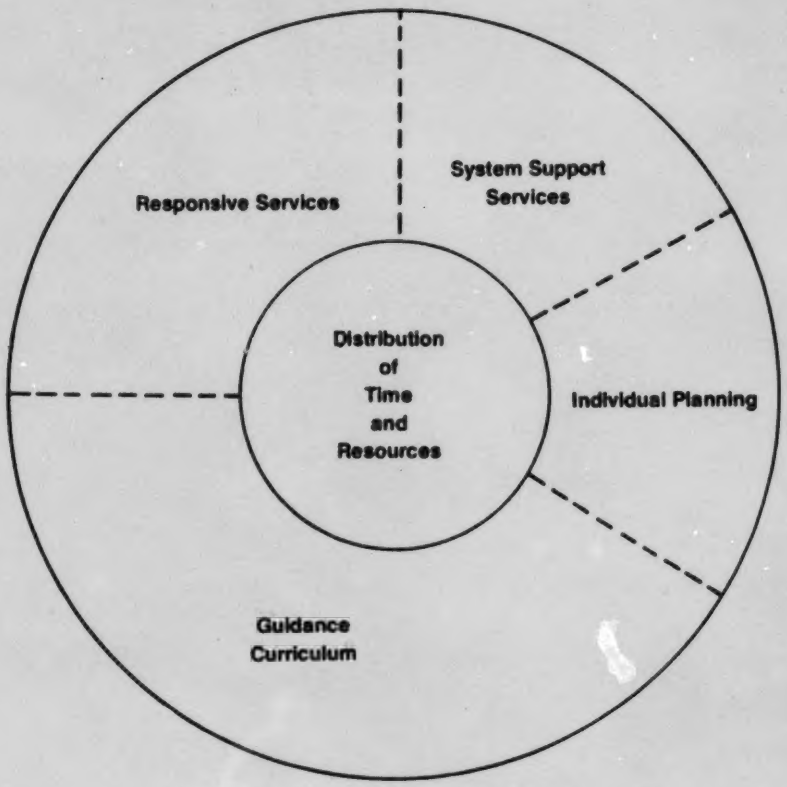
An affirmative response to these four questions implies an organizer that is different from the traditional services or aspects model. In addition, a review of the variety of guidance methods, techniques, and resources available today, and an understanding of the nature of the expectations of policy makers and consumers of guidance also suggests a model different from the traditional services or aspects model. The organizer that is suggested from an affirmative answer to the four questions and from a review of the literature is a program model of guidance techniques, methods, and resources containing four interactive components: (1) a guidance curriculum, (2) individual planning, (3) responsive services, and (4) systems support.

The *curriculum* component was chosen because a curriculum provides a vehicle to impart to all students guidance content in a systematic way. The next component, *individual planning*, was included as a part of the model because of the increasing need for all individuals to continuously monitor and understand their growth and development; to consider and take action on their next steps educationally and/or occupationally. The *responsive services* component was included because of the need in comprehensive guidance programs to respond to the direct, immediate concerns of individuals whether these concerns involve

information, crisis counseling or consultation with parents, teachers or other specialists. Finally, the *systems support* component was included because it was recognized that, for the other guidance processes to be effective, a variety of support activities such as staff development, testing and research, and curriculum development are required. See the following diagram on page 14.

These components then, can serve as an organizer for the many guidance methods, techniques, and resources required in a comprehensive guidance program. In addition, however, they also can serve as a vehicle to check the comprehensiveness of a program. A program will not be comprehensive unless it accepts the responsibilities implied in each of the components.

Program Components: A Quality Control System



Part Two:
Assessing Current Programs

Current program assessment is a process for obtaining an accurate description of the guidance program as it exists in the present. No attempt is made to judge the value of specific activities. Nor is the program assessment process a way of measuring student needs. Rather, it is a way of determining what the program is like now. The assessment process reveals what the program is accomplishing in its present form. The results are the basis for helping the guidance staff define their program, for educating others about the program, and for planning needed program changes.

There are four steps involved in assessing a current program. These steps are (1) Identify Guidance Activities and Outcomes; (2) Gather Perceptions about the Program; (3) Analyze Staff Time and Activities; and (4) Identify Resources Available in the school and the Community.

Step I: Identify Current Activities and Outcomes/ Collect Related Data

A major task in assessing the current program is to identify and write down by grade level guidance activities in which the guidance and teaching staff are involved. One obvious approach is to have a task group devise a form and distribute it to the staff. Ask them to list guidance activities. The form could contain a few examples in each grade level or subject matter area to assist staff in knowing what to list. The contents from each form should be transferred to large sheets of paper appropriately titled Grade K, Grade 1, and so on,

through Grade 12. Once this is done, the sheets can then be arranged in grade sequence on tables or on a wall so that all of the guidance activities K-12 can be seen together.

There are several reasons for writing these activities on paper. First, the discipline of writing as opposed to speaking is important. Writing forces more preciseness. In addition, when these activities are written they are visible to others. This is important because so many guidance functions are invisible to others.

A second method is to move directly to the Analysis of Staff Time and Activities (Step 3). A form such as the Time Involvement Survey shown below can be used to collect this information. Summarize the activities information from the Talent Column for the purpose of this Step; the remaining data will be used later for other purposes. A summary of typical guidance functions for both elementary and secondary schools is included at the end of this Part on

Guidance Program Functions: Time Involvement Survey

Secondary/Middle Schools

Name _____ Position _____ Date _____

School _____ Unit _____

Directions: This inventory is used to collect data about *who* spends how much time doing *what* relating to Career Guidance. Forty (40) common career guidance functions are listed. It is doubtful that a counselor or guidance staff member would be involved with all of the functions. Indicate how many hours per year you usually spend performing tasks considered within each function. Logs or daily/weekly samples of activities may be helpful with this estimation.

Functions/Tasks	Talent (What do you do with whom)	Time
Student Advisement		
Student Counseling		
Case Staffings		
Educational Placement		
Individual Testing		

The next task is to identify the student outcomes for each of the activities. Take one activity at a time and ask such questions as, Why do we do this? How are students different as a result of these activities? What do students know or what can students do that they could not do before? Note the following examples:

Activity	Outcome
Assist students in planning their schedules	Students can select classes consistent with their abilities and interests.
Conduct Career Day	Students can identify an occupation consistent with their abilities and interests.

If the guidance staff believes that these are desirable outcomes, the next question is, How do we know those outcomes were reached by all students for whom the activity was conducted? Although the staff may feel that the activities accomplished the desired outcomes, there may be little evidence to prove it. Thus, the next task is to identify which students attain which outcomes. Is it only the students who drop in to visit the guidance office? Is it all students? Is it all tenth grade students? Indicate the number and percent of the students achieving this outcome, and how it was determined that this outcome has been achieved. In this way, the guidance staff is defining the outcomes for specific sub-populations in the school. Follow this technique through with each activity (or grouping of activities) and the result will be a listing of the outcomes that the activity is achieving and the impact it is having on students. It may be that many guidance outcomes are attained by only a small number of students or there may be little proof that any outcomes are attained at all.

Activity	Outcome	Impact
Assist students in planning their schedules.	Students can select classes consistent with their abilities and interests.	1. Only 12 percent of the students change classes. 2. 1980 follow-up study of graduates; 68 percent reported curriculum satisfaction.

Activity	Outcome	Impact
Conduct Career Day	Students can identify an occupation consistent with their abilities and interests.	1. Participation/attendance records at the Career Day: Low (only 30 percent). 2. Counselor contacts: high quality response but only 12 percent of the student body.

Another important part of the current program assessment is gathering information about the current status of students. A work group should take on the task of identifying and collecting performance data about students. A task force should identify the sources of the required data where these data are currently located. Possible sources of the data may be standardized and objective-referenced tests, teacher-made tests, attitude surveys, manpower/occupational studies or surveys, special reports and studies, drop-out studies, documents produced by agencies other than the school district. Possible locations of such data could be school counselor's office, pupil personnel office, school/district testing office, principal's office, and outside agencies such as local law enforcement offices, local/state health departments, local offices dealing with family services and youth services, selective service system offices, local/state vocational rehabilitation offices, etc.

When all data have been acquired, a task force should assemble the data. The data should be catalogued according to student outcome for which it was compiled. In order to have the information for reporting the final results of the assessment study, the task force should also provide the following additional information about the existing data:

1. the data source (Criterion Reference Test [CRT], etc.)
2. the data type or kind (achievement, teacher rating, etc.)
3. the data location (Guidance Office, teacher's files, etc.)
4. the data reporting form (percentiles, mean scores, etc.)
5. the behavioral areas in which the data were collected (decision making skills; occupational knowledge, etc.)

When compiled, such information can provide insight into how well the current program is meeting student needs.

Until a few years ago most of these measures were indirect measures of the outcomes of the guidance program because they were not tied directly to the goals and objectives of the program. Most were instruments which measured ability, aptitude, interests, and personality or were achievement measures in such areas as English, history, and math. That is less true today because of the recent development of instruments which measure career maturity and achievement in guidance content areas such as decision making.

In addition to providing insight into how well the current program is meeting student needs, student data plays another role in the program development. It provides a base line against which to compare students in future years. It provides the opportunity, in later years, to look at trends concerning student growth and development.

Data from a current program assessment provides information that reveals what the guidance program is accomplishing in its present state. Data from the current program assessment can help indicate areas of success or suggest where revisions are necessary or where new activities may be needed.

Step II: Cather Perceptions about the Program

A major step in the current assessment process is the gathering of perceptions about the current program from students, teachers, counselors, administrators, parents, and community members. This phase of the current assessment focuses on what individuals from such groups as these think about the activities of the current program. It does not focus on the perceived needs of individuals, the school or society. That kind of assessment comes later.

The most direct way to find out what people think about your current program is to ask them. One way to do that is to interview a representative sample of individuals from the various groups involved using a structured interview approach. One or more staff work groups should be formed to accomplish this task. The advantages of using an interview approach are the direct contacts with members of the various

groups and the in-depth responses that can be gathered. The disadvantages include the time consuming nature of the task, the small numbers of people that can be contacted, and the difficulty in tabulating the results.

Another way to gather perceptions is to use a questionnaire. Questionnaires can be prepared and distributed to large numbers of people. Tabulation of results is easy. On the other hand, the personal touch of the interview is lost as is the opportunity to gain in-depth responses. Because of the trade-offs involved you may wish to consider some combination of interviews and questionnaires to accomplish the task.

A sample of a partial questionnaire to be used with students is shown below.

Guidance Program Assessment: Secondary/Middle School

SCHOOL HELPING PROCESSES

Student Form

To the Student: Your school staff tries to provide a favorable climate for your learning. Your opinions are important in order to assess the effectiveness of these efforts. The different questions asked will help the school staff to understand your ideas and opinions.

Directions: The following statements describe some ways your school tries to assist you at school. Decide if the statement is true or not in your school. If the statement is true, put a check in the circle that is marked YES. If the statement is not true for your school, put a check in the circle that is marked NO. If you are not aware of the service or condition, put a check in the circle that is marked NO OPINION.

	YES	NO	NO OPINION
8. Students are provided with help in finding a job; e.g., part-time work, summer work, employment when you leave school.....	○	○	○
9. Short term (mini-course) instruction dealing with topics of special interest and concern for students are provided; e.g., courses dealing with interpersonal relationships, self understanding, how to study and take tests, communication with others,.....	○	○	○
10. Guidance staff are available to talk with you about school rules, regulations, and procedures.....	○	○	○

The format of this questionnaire can be used with all of the groups being surveyed by changing the statement: the guidance program helps me to... For example, if the questionnaire was to be used with parents, the statement could read, "The guidance program helped my son or daughter to..." (See Guidance Curriculum and Program Assessment Manuals.) In addition, the activities list can be changed to reflect the activities of any local program.

In addition to seeking perceptions about such areas as school helping processes, students' perceptions concerning other phases of the current program are necessary. Questionnaires dealing with counselor, advisor, and teacher effectiveness; attitudes toward personal problem solving; and interest in special personal development groups or short courses can prove very helpful for a current program assessment. Examples of such questionnaires can be found in the Guidance Curriculum and Program Assessment Manuals.

Educators and Staff Perceptions. The guidance program perceptions of teachers, administrators, and guidance staff may be the most important information to gather in a current assessment procedure. These educators have been closely associated with the guidance program functions and therefore, they should be able to respond in a more detailed and sensitive fashion. Their first-hand knowledge of the school system also allows them to pick up on nuances not available to an outsider.

Because of the indepth data gathering potential of this group, planners may wish to consider a two phase procedure. The first phase would focus on *summary data regarding guidance functions.* The second phase would provide an opportunity for *personal perceptions and possible solutions* to be suggested for program concerns. The second phase could be conducted as a structured interview.

The following materials are examples that could be modified for local needs. Complete samples are in the Guidance Curriculum and Program Assessment Manuals. First, Table 1 lists guidance responsibilities. Schools will want to specify detailed activities under the general headings. These activities will comprise the guidance functions.

Secondly, a Phase I inventory sample is presented. This is followed by a sample of a Phase II format. The samples given are from the secondary/middle school examples. Those for elementary/middle school would be the same except for the varying function entries.

This body of information is extremely valuable because it provides both summary data and personalized comments. The information can be interfaced with other current assessment data as the basis for helping define preferred guidance program objectives, for educating fellow educators about the program and for planning and implementing program change. If both phases of the process are used, the transition to program improvement follows quite naturally. Following are some concerns drawn from each phase.

Phase I: Inventory of Guidance Program Functions

Program Communication. The Program Functions framework can provide clarification of what the staff sees as current functions of the program. This is an opportunity to evaluate the consistency of staff perceptions.

Program Planning. The strength of the need to implement new functions by the staff will provide an index of willingness to participate in program development. An indication of areas where program change is needed can be derived from summary data.

Program Evaluation. The adequacy ratings of existing functions by the staff will give an indication of how staff view current program functioning. This also will give an internal evaluation of the existing program and provide direction for program improvement.

Phase II: Surveys

The Improvement and Needs Surveys can provide a more extensive means of communicating how staff members feel the present guidance program should be changed, added to, or improved; why they feel the way they do; and what ideas they have for making those changes, additions, or improvements. These indepth surveys can prove to be a valuable source of ideas as well as encouraging feelings of total staff participation and respect.

Table 2

GUIDANCE PROGRAM FUNCTIONS

Following are areas of guidance responsibilities. Under each of these areas of responsibility, list those activities (guidance functions) which apply to your school.

COUNSELING

PLACEMENT

ASSESSMENT

SPECIAL GROUP NEEDS

RESOURCE COORDINATION AND DEVELOPMENT

EDUCATIONAL CURRICULUM

ADMINISTRATION

CONSULTATION

Table 3

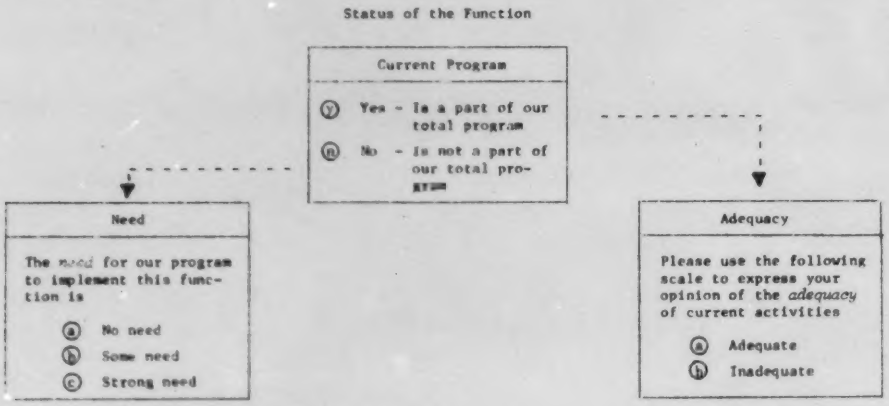
PHASE I: INVENTORY OF GUIDANCE PROGRAM FUNCTIONS
SECONDARY/MIDDLE

The Inventory of Guidance Program Functions has been developed to assess the various program functions and staff resources that are relevant to your institution's counseling and personnel services program. The purpose of the inventory is (1) to gather information regarding how well the program is organized and functioning, and (2) to determine how the program might better meet the needs of its consumers and support the institution's goals.

Directions:

Listed below are some specific guidance functions that will be of particular interest or concern to you and your school. Please read the description of the functions in the Program Functions booklet before responding. After reading the description judge whether or not the outlined function is a relevant part of your school program.

If the individual function *is not* a part of your particular program, indicate your assessment of the *need* to implement this function in your program by selecting the appropriate response. If the individual function *is* a part of your school program, you are asked to assess the current *adequacy of the operations associated with the function.*


Status of the Function
Current Program
(y) Yes - Is a part of our total program
(n) No - Is not a part of our total program
Need
The need for our program to implement this function is
(a) No need
(b) Some need
(c) Strong need
Adequacy
Please use the following scale to express your opinion of the adequacy of current activities
(a) Adequate
(b) Inadequate

Program Functions	Current		Need (If No)			Adequacy (If Yes)	
	Yes	No	None	Some	High	Adequate	Inadequate
Student Advisement	(y)	(n)	(a)	(b)	(c)	(a)	(b)
Student Counseling	(y)	(n)	(a)	(b)	(c)	(a)	(b)
Case Staffings	(y)	(n)	(a)	(b)	(c)	(a)	(b)
Educational Placement	(y)	(n)	(a)	(b)	(c)	(a)	(b)
Individual Testing	(y)	(n)	(a)	(b)	(c)	(a)	(b)

Table 4

PHASE II: IMPROVEMENT SURVEY

Guidance Program Functions: Secondary/Middle

DIRECTIONS: This survey examines your ideas and opinions concerning those functions in your present guidance program which you feel are inadequate. Please follow these two steps carefully.

Prerequisite - Complete the Inventory of Guidance Program Functions: Secondary/Middle

Step 1 - Match those functions on the Inventory that you marked YES and INADEQUATE to corresponding functions on this survey by putting a check mark in the box preceding those functions.

Step 2 - For all those functions that you have marked, fill in the boxes to the right with your responses to the survey questions.

Yes/ Inadequate	GUIDANCE PROGRAM FUNCTIONS	What things in the school environment exist or have happened to make you feel this function is inadequate?	What could be done to change the guidance program to improve the situation?
	Student Advisement		
	Student Counseling		
	Case Staffings		
	Educational Placement		
	Individual Testing		

Table 5

PHASE II: NEEDS SURVEY

Guidance Program Functions: Secondary/Middle

DIRECTIONS: This survey examines your ideas and opinions concerning those functions that are not included in your present program but that you feel are highly needed. Please follow these two steps carefully.

Prerequisite - Completion of the Inventory of Guidance Program Functions: Secondary/Middle

Step 1 - Match those functions on the Inventory that you marked NO and HIGH NEED to corresponding functions on this survey by putting a check mark in the box preceeding those functions.

Step 2 - For all those functions that you have marked, fill in the boxes to the right with your responses to the survey questions.

No/ High Need	GUIDANCE PROGRAM FUNCTIONS	What things in the school environment exist or have happened to make you feel this function is needed?	What could be done to change the guidance program to improve the situation?
	Student Advisement		
	Student Counseling		
	Case Staffings		
	Educational Placement		
	Individual Testing		

Step III: Analyze Staff Time and Activities

An important part of the current assessment is the time and activity log kept by members of the guidance staff. The log should cover a long enough time period so that some activities which may occur only occasionally are not given undue attention. The school year can be divided into quarters and then nine days be chosen at random for each quarter. If information is needed quickly, then the best time for you should be chosen. Try for at least one week and remember to correct for the possible distortion that could occur in a one week sample. A simple format can be used. The format of the log should not be so complicated that is a burden to use. However the form should include this information:

What happened? (Task)

How long it took? (Time)

Who was involved? (Talent-Target)

If you plan on using this format consider the use of blank sheets of paper with the following headings:

Date	Time	Activity	Purpose
9/29/79	1:00 - 1:30	visit with parent	discuss work plans of child
	1:30 - 1:45	visit with new student	get acquainted session
	1:45 - 2:30	met with 9th grade Social Studies class	decision making exercises

Another possibility is to use the following form on page 29. This procedure was previously used for getting activities information. The functions format allows time effectiveness information to be related to the other analyses using the Functions listing.

Once the type of data is collected for the appropriate length of time, the next step is to categorize the activities and the purposes so that the general thrust of the current program can be understood, this can be done using pie-shaped charts, bar graphs or simple percentages.

The assessment provides information about how guidance personnel spend their time--the tasks completed, the outcomes achieved. Then you can suggest or actually make changes in schedules to conform to the

desired outcomes. You can establish priorities and plan activities in accordance with them. For example, the assessment may indicate that schedules are dominated by student conferences but that the work actually affects only a small percentage of students. It may be decided that there is a need to review the total operation, to do more work with groups, or to devote more time to teachers and parents. Guidance program decisions will be influenced by these comparisons.

Step IV: Identify Current Resources

The final task is to determine the nature of the resources available. The categories to be used are (1) school factor resources, (2) human resources, (3) financial resources, and (4) technical resources.

Assessing Current Program Factors. In addition to the function of a comprehensive guidance program, there are also a variety of local educational setting factors that have a great deal of direct and indirect influence upon the development and success of a guidance program. Here again, planners may want to consider a two phase approach. The first phase would center around summary data regarding guidance factors. The second phase would provide an opportunity for personal perceptions and possible solutions to be suggested for program factor concerns. Samples of this two phase approach can be seen in Tables 6 and 7. A summary of some of these factors are found at the end of this Part.

Human Resources. School staff members are important members of the guidance team and their competencies and potential contributions need to be better understood. Staff competencies and their potential contributions to the guidance program need to be identified and any direct participation should be logged.

Teachers and administrators can contribute greatly to a guidance program. In fact, most effective programs reflect a "team approach" to guidance wherein many members of the school staff pool their resources and competencies to carry out various responsibilities and functions. The inventory would be enhanced by including a listing of the guidance-related competencies of team members. A useful perspective of the competencies represented by the guidance team can be obtained by seeking answers to such questions as those following.

Table 6

INVENTORY OF GUIDANCE PROGRAM FACTORS

SECONDARY/MIDDLE SCHOOL

DIRECTIONS: A variety of factors have been identified which can have impact upon the development of a comprehensive counseling, guidance, placement, and follow-up programs. Please indicate your judgment of the relative impact of these various factors by filling in a circle on the scale for each factor.

	Relative Impact Upon Program Development				
Factors	Very Positive	Generally Positive	Adequate	Generally Restrictive	Very Restrictive
1. Physical facilities	○	○	○	○	○
2. Equipment	○	○	○	○	○
3. Clerical assistance	○	○	○	○	○
4. Size of staff	○	○	○	○	○
5. Holding power for qualified staff	○	○	○	○	○

Table 7

PHASE II: FACTOR IMPROVEMENT SURVEY

Guidance Program Factors: Secondary/Middle School

DIRECTIONS: This survey examines your ideas and opinions concerning those factors which you feel are generally or very restrictive toward development of a guidance program. Please follow these two steps carefully.

Prerequisite - Complete the Inventory of Guidance Factors: Secondary/Middle School.

Step 1 - Match those factors on the Inventory that you marked as GENERALLY RESTRICTIVE OR VERY RESTRICTIVE to corresponding factors on this survey by putting a check mark in the box preceding those factors.

Step 2 - For all those factors that you have marked, fill in the boxes to the right of the factor with your response to the survey questions.

Restrictive	GUIDANCE PROGRAM FACTORS	What situations exist or have happened to make you feel this factor has a restrictive effect?	What could be done to cause this factor to become more supportive of a guidance program?
	1. Physical facilities		
	2. Equipment		
	3. Clerical Assistance		
	4. Size of staff		
	5. Holding power for qualified staff		

- Who has shown an ability to conduct open discussions with students on affective issues?
- Who seems to have unique abilities to develop effective relationships with students?
- Who has shown interest in assisting students in the area of career development?
- Who spends time in the daily curriculum developing communication skills?
- Who is particularly adept in working with parents?

Students also are important members of the guidance team. Working as aides in career centers, preparing resource units, or making presentations about jobs they have held are just a few of the ways students contribute. Such contributions need to be identified and logged in a similar way to staff participation.

One of education's chronically untapped resources is the community; therefore, an inventory of the community is a major component of any resource assessment. While it is not done every year, when it is done, it should be carried out systematically and comprehensively.

One way to begin an inventory of the community is to make initial contacts by phone. Then follow-up letters are sent. The letter should describe the guidance program in the district, explain what the role of community members could be, and ask for their participation in the program. Forms should be enclosed for them to fill out and return.

Financial Resources. The place to begin the current assessment of financial resources is the current budget of the guidance program. Even if there is no official budget, some funds are being spent for guidance activities, so begin there. List such items as salaries for counselors, guidance secretaries, and/or aides; supplies such as paper, pencils, record folders; guidance materials such as books, filmstrips, films, records, pamphlets; standardized tests; and services such as test scoring. All expenses for guidance activities in the district should be included. Also check to see if any money from Federal, State or private foundations is being used.

Technical Resources. In completing the technical resources assessment part of the overall assessment ask such questions as: What standardized tests are provided? How many copies? What questionnaires or interest inventories are available? What information is included

in student records and how are these records maintained? What guidance materials are available, e.g., guidance references, books on careers and colleges, filmstrips, records, films, pamphlets? Data about the guidance material to be gathered should include: amount of each piece of equipment or material, title, copyright date, brief description of content, the grade level(s) for which they can be used, and the career education component(s) they address. The inventory can also include information about how to obtain the resources and about any restrictions on borrowing.

After information about available resources has been gathered, the next step is to organize the information and to catalog it in a way that will be most useful to members of the guidance staff. It is suggested that a loose-leaf notebook be used to organize the forms that are completed. This information also can be kept on 3 x 5 cards. When additional resources are acquired, the information can easily be added to the loose-leaf binder and the card file.

Reporting Current Program Assessment

Guidance Activities and Outcomes. The summary report may be a singular document which consolidates the various reports, or it may be an interactive document which presents the basic findings, with the individual reports serving as attachments.

Regardless of the format in which the sub-function results are presented, the following information should be included:

1. A list of the current guidance activities with corresponding references to who carries out these activities.
2. The procedures used to collect and compile the activities list.
3. A list of the students included in the assessment population by selected educational, demographic, ethnic, and socioeconomic characteristics.
4. The data requirements to which compiled and/or collected data were compared, e.g., Fourth Grade CRT objectives reached; competency attainment.
5. All checklists; data analysis, summary, and reporting formats; and instruments.

6. The procedures used to compile existing data, and the source, type, and location of already existing data used.

7. The results of comparing already existing data with the data requirements.

8. The data collection plan developed and implemented for purposes of collecting additional required data. The plan should present the strategy used to collect, process, analyze and report the data required to determine the current student outcomes.

9. The results of implementing the plan. All information reported as a result of the data analysis procedures should be produced in a format that will facilitate the discrepancy analysis process that follows.

10. A list of the committee members, members of various task force groups and personnel from other offices who participated in the study.

When designing the format and determining the content of the report, the task force must take into consideration the purpose for producing such a report, and who is going to make use of it. The *primary audience* to use the information produced in the report consists of those persons directly associated with the assessment. The *secondary audience* to benefit from receiving such a report will be the teachers, principals, and subject matter specialists. The non-educator group would probably not be especially interested in receiving a copy of the report.

Guidance Program Perceptions Summary. This report assembles information relating to the current guidance procedures and the attitude toward the guidance processes, functions, and functionaires. The summary may be a singular document which consolidates the findings or it may be a summary type document which presents the basic findings, with individual reports serving as attachments.

Planners will wish to consider the following:

1. Report results from each section of the surveys separately.

2. Report results in terms of perception of the students sampled regarding guidance processes and guidance functionaires. Demographic data may suggest further analysis.

3. Report results in terms of perception of the parent/community resources sampled regarding guidance processes and guidance functionaires. Demographic data may suggest further analysis.

4. Report results in terms of perception of the educators and staff sampled regarding guidance functions. Demographic data may suggest further analysis.

5. An interpretative narrative summary would be appropriate.

6. Include data collection plan, survey instruments and task force members who participated in the study.

When designing the format and determining the content of the report, the planners must take into consideration the purpose for producing such a report, and who is going to make use of it. The *primary audience* to use the information produced in the report consists of those persons directly associated with the assessment. The *secondary audience* to benefit from receiving such a report will be the teachers, principals, and subject matter specialists. The non-educator group would probably not be especially interested in receiving a copy of the report.

Staff Time and Activities Summary Report. This report may be a singular document which consolidates the various reports, or it may be a document which presents basic findings, with the individual reports serving as attachments.

Regardless of the format, the following information should be included in this summary report:

1. A list of educators and staff included in the Time/Activities assessment population by selected job description characteristics.

2. A list of guidance activities defined by the above educators and staff as those they particip .e in.

3. Report results specifying the purposes of the identified activities and the target-groups involved in accomplishing those purposes.

4. Report results specifying the dates and time involved regarding the above activities.

5. The data collection plan developed and implemented, the procedures used to implement the plan, and the procedures used to compile data.

6. A list of the committee members, members of various task force groups and personnel from other offices who participated in the study.

When designing the format and determining the content of the report, the task force must take into consideration the purpose for producing such a report, and who is going to make use of it. The

primary audience to use the information produced in the report consists of those persons directly associated with the assessment. The *secondary audience* to benefit from receiving such a report will be the teachers, principals, and subject matter specialists. The non-educator group would probably not be especially interested in receiving a copy of the report.

School and Community Resources Summary Report. This report assembles information relating to current guidance resources available at school and in the community. The summary may be a singular document which consolidates the findings or it may be a summary type document which presents the basic findings, with individual reports serving as attachments.

Planners will wish to include the following in the summary report:

1. A list of educators, staff, students, and community members included in the resource assessment population by selected job/role description characteristics.
2. Report results from each section of the factor surveys separately.
3. Report results in terms of the perceptions of the assessment population regarding the guidance factors available. Demographic data may suggest further analysis.
4. Report results in terms of the perceptions of the assessment population regarding the human resources available to the guidance program.
5. Report results in terms of the financial resources available to the guidance program.
6. Report results in terms of the technical resources available to the guidance program.
7. The data collection plan developed and implemented, the procedures used to implement the plan, and the procedures used to compile data.
8. A list of the committee members, members of various task force groups and personnel from other offices who participated in the study.

When designing the format and determining the content of the report, the task force must take into consideration the purpose for producing such a report, and who is going to make use of it. The *primary audience* to use the information produced in the report consists of those persons directly associated with the assessment. The *secondary audience* to

benefit from receiving such a report will be the teachers, principals, and subject matter specialists. The non-educator group would probably not be especially interested in receiving a copy of the report.

Current Assessment Final Report. The purpose of this final report is to assemble information relating to guidance program activities and staff participation in these activities. The final report may be a singular document which consolidates the findings or it may be a summary type document which presents the basic findings, with individual reports as attachments.

The task force may wish to consider the following:

1. Report activities in terms of group of students affected.
2. Report activities in terms of outcomes.
3. Report staff involvement in terms of:
   a. activities and outcomes
   b. program perceptions
   c. time commitments
   d. school factors, human resources, financial resources and technical resources.
4. Component or function costs may be calculated by figuring salaries/time per task.
5. Include data collection plan, survey instruments, and task force members and others who participated in the study.

When designing the format and determining the content of the report, the task force must take into consideration the purpose for producing such a report, and who is going to make use of it. The *primary audience* to use the information produced in the report consists of those persons directly associated with the current assessment study. The *secondary audience* to benefit from receiving such a report will be the teachers, principals, and subject matter specialists. The non-educator group would probably not be especially interested in receiving a copy of the report. The non-educator group will definitely be interested in a report that summarizes the program needs and priorities.

SUMMARY OF GUIDANCE PROGRAM FUNCTIONS
ELEMENTARY/MIDDLE SCHOOL

COUNSELING

1. *Student Counseling.* Identifying and resolving problems interfering with educational progress; discussing appropriate sources of assistance for intensive personal problems; helping groups formulate goals and assisting them in carrying out their plans...

PLACEMENT

2. *Case Staffing.* Arranging for special testing observations; coordinating and conducting staffing sessions; summarizing and developing a plan of action...

3. *Educational Placement.* Determining class/course placement of students within a school setting or unit; assessing and placing transfer students entering the school district or unit; arranging for remedial or tutorial placement...

4. *Individual Education Plan Coordination (IEP).* Conducting staff meeting to review an IEP for an individual student; meeting with parents to discuss an IEP agreement; evaluating IEP goals periodically...

ASSESSMENT

5. *Basic Skills Diagnosis.* Diagnosing basic skill deficiencies through testing and observations; interpreting results to staff and administration; providing recommendations to parents and students...

6. *Early Childhood Screening.* Organizing and arranging for the administration of screening devices; monitoring scoring and recording of results; communicating results to school personnel...

7. *Group Testing.* Administering standardized tests to groups of students; reviewing and selecting tests to assess abilities and achievement; processing and disseminating results for individual students and groups...

8. *Health Appraisal/Screening.* Reviewing screening appraisals to identify students with special health problems; organizing and maintaining student health records; consulting with teachers and parents about special health or physical needs of individual students,..

9. *Individual Testing.* Administering individual intelligence tests for placement and referral; preparing reports and recording results; interpreting results to teachers and parents...

SPECIAL GROUP NEEDS

10. *Group Orientation.* Organizing and conducting orientation activities for new students; planning cooperative programs, e.g., middle school staff; assessing needs related to transitional concerns...

11. *Special Population Services.* Conducting special orientation sessions for racial and ethnic groups; monitoring transportation provisions for the physically handicapped; programming the retarded into life skills education...

12. *Staff Orientation.* Developing orientation materials for new staff members; monitoring internship or student teaching personnel; assessing needs for new and temporary staff...

RESOURCE COORDINATION AND DEVELOPMENT

13. *Change Agent.* Initiating parent-staff task groups; arranging for speakers/consultants to discuss new school practices; working with student groups to change the academic climate...

14. *Community/Citizenship Activities.* Arranging for participation in local civic/community activities and settings; organizing clubs and interest groups consulting with teachers, e.g., social studies events...

15. *Community Resources Coordination.* Contacting members of the community to act as resource persons for career guidance projects; making arrangements with industries and businesses for student visits; maintaining community resources information for staff use...

16. *Field Trip Coordination.* Making group/classroom arrangements for field trips; maintaining a resource file on field trip locations; surveying the community for field trip possibilities...

17. *Guidance Materials Management/Development.* Establishing and maintaining a guidance materials resource center for staff and students; adapting published guidance materials for local use; constructing guidance materials...

18. *Home Visitation.* Arranging for itinerate instruction for the home-bound student; contacting the home regarding truant or deviant behavior; conferring with parents of special needs students, e.g., handicapped, disadvantaged...

19. *Referral Agency Coordination.* Arranging for students to be referred to specific agencies; transmitting and coordinating information; meeting with agency personnel to discuss recommendations...

EDUCATIONAL CURRICULUM

20. *Career Education.* Planning activities for infusing career education into curriculum; gathering and making resource materials available for work world awareness; evaluating and reporting outcomes of programmatic efforts...

21. *Curriculum Development.* Conducting curriculum needs assessment; evaluating the current curriculum delivery system; providing student data and information to curriculum committee/task groups...

22. *Health Education.* Providing information concerning adequate procedures for handling emergencies; acquainting students and staff with appropriate health and safety practices; collecting and maintaining information regarding first aid procedures...

23. *Interpersonal Skills Development.* Selecting material, e.g., multi-media kits for classroom/group instruction; planning systematic develpomental programs; evaluating and reporting outcomes of programmatic efforts...

24. *Paraprofessional/Peer Facilitating.* Selecting persons to become paraprofessionals; implementing a training program for paraprofessionals and peer facilitators observing and monitoring peer facilitating activities...

25. *Parent Education.* Organizing and conducting classes on child rearing; disseminating pertinent literature to parents; developing materials to explain school programs and procedures to parents...

26. *Program Evaluation.* Collecting, analyzing, and interpreting data concerning career guidance objectives; conducting follow-up studies and needs assessment; collecting, analyzing, and interpreting data concerning allocations of guidance staff and resources...

27. *Sex Education.* Developing and planning units; obtaining and distributing resource material for students and teachers; providing parents information regarding instructional content and procedures...

28. *Staff Development/Inservice.* Attending regional/state sponsored training workshops for counselors; disseminating professional educational materials to staff; organizing and conducting inservice programs...

29. *Study Skills Information.* Providing self-help study aids; developing short term instructional units in study skills; organizing a peer and/or a volunteer tutorial program...

30. *Teaching.* Instructing in some area(s) of basic studies, e.g., reading, social studies, science; remedial instruction of special groups, e.g., learning disabilities; teaching selected units in subject matter areas...

31. *Values Education.* Gathering and selecting material to support classroom instruction; relating activities to information regarding values education and curriculum goals...

ADMINISTRATION

32. *Administrative Organization.* Coordinating staff and facilities; serving on committees and task groups; budgeting and resource management...

33. *Co-Curricular Activities.* Arranging for special cultural activities, e.g., music, art, drama; sponsoring intramural and athletic program participation; supervising and monitoring clubs and organizational activities, e.g., Scouts, 4-H, Campfire Girls...

34. *Public Relations.* Speaking at public/community service functions, e.g., PTA meetings, Lions Club; preparing and distributing literature concerning success of school programs; serving on committees for community action...

35. *Special Program Administration.* Collecting data and keeping records for government funded programs; organizing and writing final reports of funded projects; developing special program information for school district and public...

36. *Student Records.* Obtaining and recording family health information as required by the school; establishing and maintaining a policy for handling records; developing a system for accumulating and recording information...

CONSULTATION

37. *Faculty/Staff Consultation.* Conferring on individual student educational performance or personal behavior; discussing interpersonal techniques to use in the classroom; discussing learning and study techniques for a content area...

38. *Parent Consultation.* Arranging conferences with parents concerning progress and/or problem areas of their child; consulting with parents on interpersonal pupil-parent relationships; referring parents to appropriate agencies for counseling...

39. *Program Articulation.* Arranging for staff liaison with middle school counselors; serving on faculty and departmental committees and task groups; conducting meetings/discussions on new programs and services...

40. *School/Program Information.* Preparing materials describing curriculum; distributing child development literature for parents and teachers; providing information upon request to organizations, students, parents and appropriate individuals, e.g., PTA, Scouts, YMCA-YWCA...

SUMMARY OF GUIDANCE PROGRAM FUNCTIONS
SECONDARY/MIDDLE SCHOOL

COUNSELING

1. *Student Advisement.* Scheduling advisees into classes; reviewing requirements and courses of study; advising student on special services available...
2. *Student Counseling.* Identifying and resolving problems interfering with educational progress; discussing sources of assistance for intensive personal problems; helping groups formulate goals and assisting them in carrying out their plans...

PLACEMENT

3. *Case Staffings.* Arranging for special testing observations; coordinating and conducting staffing sessions; summarizing and developing a plan of action...
4. *Cooperative Education.* Working with occupational instructors/ cooperative supervisors in achieving placement; consulting with supervisors regarding student work experience adjustment; assisting in identifying work experience settings...
5. *Individual Education Plan Coordination (IEP).* Conducting staff meetings to review an IEP for an individual student; meeting with parents to discuss an IEP agreement; evaluating IEP goals periodically...

ASSESSMENT

6. *Basic Skills Diagnosis.* Diagnosing basic skill deficiencies through testing and observations; interpreting results to staff and administration; providing recommendations to parents and students...
7. *Group Testing.* Administering standardized tests to groups of students; reviewing and selecting tests to assess abilities and achievement; processing and disseminating results for individual students and groups...
8. *Health Appraisal/Services.* Reviewing screening appraisals to identify students with special health problems; organizing and maintaining student or physical needs of individual students...
9. *Individual Testing.* Administering individual intelligence tests for placement and referral; preparing reports and recording results; interpreting results to teachers and parents...
10. *Vocational/Career Evaluation.* Evaluating through simulated work experiences; assessing vocational aptitudes; arranging for career exploration and evaluation via actual work placement...

SPECIAL GROUP NEEDS

11. *Group Orientation.* Organizing and conducting orientation activities for new students; planning cooperative programs, e.g., middle school staff; assessing needs related to transitional concerns...

12. *Special Population Services.* Conducting special orientation sessions for racial and ethnic groups; monitoring transportation provisions for the physically handicapped; programming the retarded into life skills education...

13. *Staff Orientation.* Developing orientation materials for new staff members; monitoring internship or student teaching personnel; assessing needs of new and temporary staff...

RESOURCE COORDINATION AND DEVELOPMENT

14. *Career Information.* Studying manpower needs within the community and region; identifying sources of occupational information; arranging for regional career information retrieval systems; developing effective methods of disseminating career information...

15. *Change Agent.* Initiating parent-staff task groups; arranging for speakers/consultants to discuss new school practices; working with student groups to change the academic climate...

16. *Community Resources Coordination.* Contacting members of the community to act as resource persons for career guidance projects; making arrangements with industries and businesses for student visits; maintaining community resources information system for staff use...

17. *Financial/Scholarship.* Gathering and maintaining information on sources of financial assistance (loans, grants, part-time employment, scholarships); disseminating scholarship application information to parents and students; writing recommendations and processing student applications...

18. *Guidance Materials Management/Development.* Establishing and maintaining a guidance materials resource center for staff and students; adapting published guidance materials for local use; constructing guidance materials...

19. *Job Placement.* Arranging placement interviews for graduates and dropouts; maintaining liaison with employment sources; conducting follow-up studies...

20. *Postsecondary Education Placement.* Gathering and maintaining information on postsecondary institutions; conducting "college night" for students and parents; arranging student-admissions counselor interviews...

21. *Referral Agency Coordination.* Arranging for students to be referred to specific agencies; transmitting and coordinating information; meeting with agency personnel to discuss recommendations...

EDUCATIONAL CURRICULUM

22. *Curriculum Development.* Conducting curriculum needs assessment; evaluating the current curriculum delivery system; providing student data and information to curriculum committees/task groups...

23. *Paraprofessional/Peer Facilitating.* Selecting persons to become paraprofessionals; implementing a training program for paraprofessionals and peer counselors; observing and monitoring peer counselor activities...

24. *Parent Education.* Organizing and conducting classes on child rearing; disseminating pertinent literature to parents; developing materials to explain school programs and procedures to parents...

25. *Program Evaluation.* Collecting, analyzing, and interpreting data concerning career guidance objectives; conducting follow-up studies and needs assessment; collecting, analyzing, and interpreting data concerning allocations of guidance staff and resources...

26. *Staff Development/Inservice.* Attending regional/state sponsored training meetings for counselors; disseminating professional educational materials to staff; organizing and conducting inservice programs...

27. *Student Life Skills Development.* Arranging for an assertiveness training program; providing for career development activities including job exploration; scheduling mini courses for personal development...

28. *Student Skills/Tutorial.* Providing resource material in study skills (Self-help material); developing and implementing courses in study skills; supervising, monitoring and evaluating tutorial relationships...

29. *Teaching.* Instructing credit courses in psychology or human development; supervising students in outreach educational programs; team teaching a course such as "Career Development"...

ADMINISTRATION

30. *Academic/Social Regulation.* Interpreting requirements to students; advising faculty and administration on academic policies; evaluating graduation eligibility; presenting pertinent information in questions of probation and suspension...

31. *Administrative Organization.* Coordinating staff and facilities; serving on committees and task groups; budgeting and resource management...

32. *Co-Curricular Activities.* Arranging for special cultural activities, e.g., music, art, drama; sponsoring intramural and athletic program participation; supervising and monitoring clubs and organizational activities...

33. *Public/Advisory Committee Relations.* Speaking at public/community service functions, e.g., PTA meeting, Lions Club; preparing and distributing literature concerning success of school programs; serving on committees for community action...

34. *Scheduling/Registration.* Designing procedures and registration forms; processing class changes and withdrawals; projecting class enrollments...

35. *Student Records.* Obtaining and recording family and health information as required by the school; establishing and maintaining a policy for handling records; developing a system for accumulating and recording information...

36. *Student Self Government.* Advising student government; increasing the involvement of students in the decision-making process; conducting leadership programs or classes; supervising elections and student conferences...

CONSULTATION

37. *Faculty Consultation.* Conferring about an individual student's educational performance or personal behavior; discussing interpersonal techniques to use in the classroom; discussing learning and study techniques for a content area...

38. *Parent Consultation.* Arranging conferences with parents concerning progress and/or problem areas of their child; consulting with parents on interpersonal pupil-parent relationships; referring parents to appropriate agencies for counseling...

39. *Program Articulation.* Arranging for staff liaison with middle school counselors; serving on faculty and departmental committees and task groups; conducting meetings/discussions on new programs and services...

40. *School/Program Information.* Preparing materials describing curriculum; distributing child development literature for parents and teachers; providing information upon request to organizations, students, parents and appropriate individuals, e.g., PTA, Scouts, YMCA-YWCA...

SUMMARY OF GUIDANCE PROGRAM DEVELOPMENT FACTORS
ELEMENTARY/MIDDLE/SECONDARY SCHOOL

1. *Physical Facilities.* Structural make up of the building and its surrounding area; e.g., space allotted for classrooms, offices, conference rooms, play areas...

2. *Equipment.* Materials, furnishings, or machines that are needed to support the development and implementation of the guidance program; e.g., books, films, desks, chairs, tape recorders, film projectors, creativity supplies...

3. *Clerical Assistance.* Secretarial-type help in the form of accounting, bookkeeping, stenography, typing, filing, duplicating materials...

4. *Size of Staff.* Number of employed personnel available to develop, implement, and support the guidance program...

5. *Holding Power for Qualified Staff.* Ability to interest and retain competent, certified personnel through satisfactory incentives and working conditions...

6. *Clarity of School's Goals and Policies.* Clear, explicit statements (written and verbal) regarding the school's objectives, principles, and plans for action; e.g., handbooks, curriculum guides...

7. *Faculty Concurrence with School's Goals and Policies.* Agreement of certified personnel with the school's objectives, principles, and plans for action...

8. *Clarity of Staff Roles.* Clear, explicit understanding (written and/or verbal) concerning the expectations and responsibilities of each staff member...

9. *Support from Administration.* Actions on the part of school administrators which strengthen and uphold the development and implementation of a guidance program; e.g., encouragement, participation during meetings, advocacy for financial funding...

10. *Support from Faculty.* Actions on the part of the school staff members which strengthen and uphold the development and implementation of a guidance program; e.g., participation during planning meetings, cooperative efforts in the classroom, encouragement...

11. *Response from Students.* Verbal, written, and nonverbal reactions of students concerning the development and implementation of a guidance program; e.g., participation in small groups, feedback from assessment forms and evaluations, observable behavior changes...

12. *Staff Development/Training.* Availability of quality training workshops for guidance program leaders, professional educational materials for staff, and local inservice programs...

13. *Workable Ideas and Programs.* Reasonable and practical ideas, plans, and programs which those persons involved can expect to accomplish...

14. *Identification of Supportive Data to Stimulate Development.* Gathering, assimilating, evaluating, and distributing data which indicates school's weaknesses and strengths, progress in implementing ideas and programs, ability to accomplish tasks and responsibilities...

15. *Professional Competency of Staff.* Trained personnel who have been certified by the state or other accrediting groups in their area of specialty; staff members who continue to learn about their area of specialty; staff members who exhibit qualified skill in accomplishing their jobs...

16. *Staff Cohesiveness, Cooperation, and Communication.* Bond that occurs between staff members when they work together toward a common goal, are able to express their thoughts and feelings to others, and are able to communicate an understanding of others' thoughts and feelings...

17. *Community Support and Interest.* Actions on the part of community members which strengthen and uphold the development and implementation of a guidance program; e.g., participation during planning meetings, school board awareness, participation in teaching students about careers...

18. *State Coordination and Leadership.* Ability of state department personnel to provide support, guidance, and organization for local school efforts in developing and implementing a guidance program; e.g., interpretation of reports, funding for special projects, consultation for special needs...

Part Three:
Georgia Comprehensive Guidance Model

Selecting and using a developmental guidance program model is a major task in the program improvement process. The model serves as an ideal against which planners can compare their current program; it serves as a template to lay over the top of the current program so that similarities and differences can be seen. Based on this comparison, planners can then *adopt* those components of the model which fit their situation, *adapt* other components of the model as needed, or *create* new components because of unique local needs. The model chosen to illustrate the major components of a developmental guidance program is the Georgia Comprehensive Guidance Model.

The Georgia Comprehensive Guidance Model

The need for major emphasis is educational programs on personal learnings; those learnings dealing with self identity in terms of who, where and when is embodied in the Georgia Comprehensive Guidance Model for guidance and education. It is a competency-based model designed to provide a comprehensive overview of the knowledge, skills, and attitudes individuals need to facilitate their development. The model is organized around the program components suggested earlier: Guidance Curriculum, Individual Planning, Responsive Services, and System Support.

Component 1: Guidance Curriculum

One of the assumptions upon which the developmental guidance program is built is that there is guidance content that all students should learn in a systematic, sequential way. This means counselor involvement in the curriculum; it means a guidance curriculum.

To establish a curriculum for guidance, it is first necessary to identify those areas of human growth and development which could form a base for guidance from which content could be drawn. Career development theory and research is suggestive of such areas, as is the work of psychologists who have delineated developmental tasks. So, too, is the work of individuals who emphasize psychological, moral, process, and values education.

Curriculum specialists and guidance workers in Georgia have been examining guidance content for some time. The career development movement has influenced curriculum change, and its subsequent association with career guidance forced attention to be given to curriculum associated processes. While career guidance may not represent the total guidance content responsibility, there is a great deal of overlap. This overlap is especially noticeable when a broad, encompassing career development viewpoint is fostered. Such a perspective has been dominant in the state of Georgia. The fourth grade Criterion Reference Test (CRT) in the area of career development exemplifies this fact. The twenty objectives on which the items were based are representative of what many counselors would identify as career guidance. The Comprehensive Career Guidance Projects initiated by the Guidance Unit in the Georgia Department of Education have extended the career guidance perspective to be almost synonymous with a comprehensive guidance curriculum. The twenty CRT objectives plus an additional ten objectives were used as a framework for a suggested career guidance curriculum for Georiga's elementary schools. These thirty objectives were organized under three domains of Interpersonal Effectiveness, Work and Life Skills, and Life Career Planning. Needs assessment studies carried through the University of Georgia (Dagley & Hartley, 1975) suggested elements of this career guidance model. These three

domains are closely related to the three common themes which emerged from a review of the work of career development theorists, researchers, and practitioners. Most stress the need for attention to self-concept development--knowledge of self as well as the development of interpersonal skills. Another theme that is common is the concern for assisting individual to understand the decision making process and to develop decision making skills. Finally, a third common theme is the need for individuals to gain an understanding of current and potential life roles, settings, and events. Some theorists use the term "personal learnings"; learnings which stress developing of a self identity and of answering questions dealing with self in terms of who, where, and when. They pointed out that the facilitation of these learnings in individuals is the second major purpose of education (the other being social learnings) and that these personal learnings form the basis for a developmental counseling program.

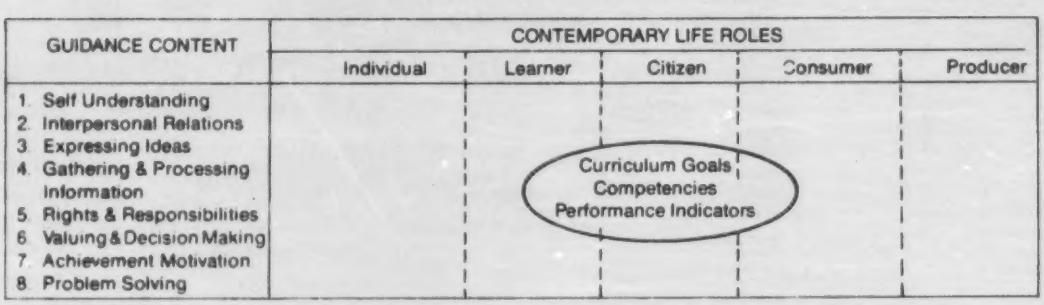
The organization of a guidance curriculum in Georgia was well on its way when the competency based education movement was introduced into school planning by the Georgia State Board of Education (1976, 1978). The legislation related to graduation requirements based on contemporary life role skills had significant impact on all curricular developments within the State. Guidance curriculum under development by the Department of Education Guidance Section was then challenged to be assimilated within the competency based, contemporary life role skills prespective. The Guidance Section responded to this need by modifying and extending guidance curriculum models already containing elements of competency based education and contemporary life role skills outcomes (See Figure 1, p. 50).

Guidance program planners should utilize a competency based approach for the following reasons:

- Students will have a greater amount of specific information regarding what capabilities are represented by guidance curriculum acquisition. Students can recognize the substance of the program.

- Parents will have more information regarding student progress. Parents have expressed curiosity and concern regarding what a guidance curriculum is. Now they will know what their youngsters actually know and can do. Although competency acquisition does not tell the whole story it will have the effect of increasing community understanding of the nature of the local district's guidance program.
- Those assigned to counseling and advising students will have access to more information which will be helpful in personalizing the guidance process.
- The act of dealing with, recording and reporting competencies will act as a reminder to teachers regarding what students have and have not accomplished. This will aid the teacher and student in setting class, group, or individual learning priorities. Pupils' continuous progress can be monitored.
- As guidance staff re-examine their activities and course offerings, more data can be made available regarding student progress in the current program. Curriculum revision can be justified.
- Administrators will have access to more information that will enable them to better explain to the community the various activities of the school's guidance program.

Figure 1
Georgia Comprehensive Guidance Curriculum



Guidance Curriculum Structure - Level 1: Content Areas/Goals. There are eight principal processes and skills addressed by this guidance curriculum. The justification for these eight areas was highlighted in Part I. The guidance curriculum *content areas* are utilized in the five major contemporary life roles (individual, learner, citizen, consumer, and producer) as suggested by the Georgia State Department of Education. The process of interrelating these eight major content areas with the contemporaroy life roles comes in the first detail level--that of establishing *goals*. This guidance curriculum deals with a total of twenty-four (24) goals. Following is a short description of the content areas and a listing of the goals under each area.

Self Understanding. The first content area emphasized the development of individuals of self-appraisal and self-improvement. Individuals involved in this area should become more aware of personal characteristics (i.e., aptitudes, interests, goals, abilities, values, physical traits) and the influence these characteristics may have on the persons they are and can become and on the environment around them.

Goals:

1. Students will develop and incorporate personal care skills that will lead to satisfactory physical and mental health.

2. Students will develop and incorporate an understanding of the uniqueness of themselves and others.

3. Students will develop and incorporate an understanding of how they are able to effectively manage themselves and their environment.

Interpersonal Relations. This area deals with skills that allow individuals to develop more personal and caring relationships with "significant others" in their lives. Individuals will also explore the impact of their actions and reactions upon others and thus their relationships.

Goals:

1. Students will develop and incorporate those listening and speaking skills which allow them to communicate in their daily lives.

2. Students will develop and incorporate skills that encourage and enhance relationships with their families.

3. Students will develop and incorporate the ability to maintain effective relationships with peers and adults.

4. Students will develop and incorporate an understanding of reciprocal behavior and how actions have effects on others.

Expressing Ideas. Encouraging individuals to develop skills in listening, speaking, reading, and writing and how such skills can be used both effectively and appropriately becomes the focal point of this content area.

Goals:

1. Students will develop and incorporate an understanding of various methods of expression in their daily lives.

2. Students will develop and incorporate skill in assertively and appropriately expressing themselves in their daily lives.

Gathering and Processing Information. Because individuals over their lifetimes will be assuming a number of roles, functioning in a variety of settings, and experiencing many events, learning in this area emphasized their understanding of the roles, settings, and events which interrelate to form their life careers. It is important that these learnings are not based on stereotypes, but that individuals know how to gather and assimilate accurate, useful information that pertains to their roles, settings, and events.

Goals:

1. Students will develop and incorporate an understanding of the interactive effects of life styles, life roles, settings, and events.
2. Students will develop and incorporate the ability to compile and integrate information for use in their lives.
3. Students will develop and incorporate an understanding of stereotypes and the effects of information on stereotypes.

Rights and Responsibilities. Each of the contemporary life roles have certain rights and responsibilities that individuals must deal with. This content area attends to a person's moral rights and responsibilities as well as legal rights and responsibilities.

Goals:

1. Students will develop and incorporate an understanding of the rights and responsibilities of family members.
2. Students will develop and incorporate an understanding of the rights and responsibilities of the learner.
3. Students will develop and incorporate an understanding of the rights and responsibilities of the citizen.
4. Students will develop and incorporate an understanding of the rights and responsibilities of the consumer.
5. Students will develop and incorporate an understanding of the rights and responsibilities of the producer.

Valuing and Decision Making. Mastery of decision-making skills and the application of these skills to life career planning are central learnings within this area. A preliminary task to effective decision making is the clarification of personal values. The degree of congruence between what individuals value and the outcomes of decisions individuals make, contribute to personal satisfaction.

Goals:

1. Students will develop and incorporate an understanding of how values affect their lives.
2. Students will develop and incorporate an understanding of the decision making process.

3. Students will develop and incorporate the ability to implement the decision making processes and to understand the effects of past decisions on their present decisions.

Achievement Motivation. This content area encourages individuals to develop a commitment to planning, preparation, accomplishment, and evaluation; an ability to defer short term gratification for long term goals; and an ability to choose among a multiplicity of educational and occupational options.

Goals:

1. Students will develop and incorporate skill in planning and setting goals.
2. Students will develop and incorporate the ability to analyze, accomplish, and evaluate tasks.

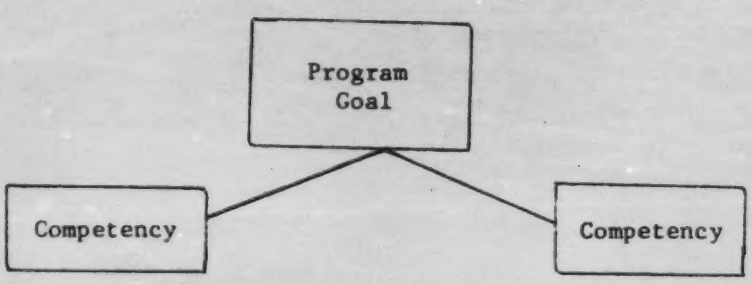
Problem Solving. For individuals to feel self satisfaction in the different areas of their lives, they must know how to deal with their problems, when and where to seek help, and their limitations, and abilities to help others. This content area focuses on such knowledge, understandings, and skills as well as creating in individuals a willingness to be flexible when adaptability or change is demanded of them.

Goals:

1. Students will develop and incorporate an understanding of the problem solving process and how they may implement the process to help themselves and others.
2. Students will develop and incorporate the ability to anticipate and cope with change.

Guidance Curriculum Structure - Level 2: Goals/Competencies. The second detail level of the guidance curriculum is expressed in the form of *competencies*. Each of the previously mentioned twenty-four goals has been divided into thirteen competency statements: one for each grade level, kindergarten through twelfth grade. The competencies represent both different elements of the goal and different developmental steps necessary for goal attainment. The following diagram illustrates this relationship:

Content Area/Contemporary Life Role(s)



The competencies at each grade level are part of the continuous progress toward goal attainment. Developmental objectives were created to summarize and monitor progress toward goal attainment. These developmental objectives were based on the taxonomy developed by Wellman and Moore (1975). Following is an example from the Self Understanding content area; Goal A, which demonstrates the relationship between developmental objectives and competencies:

Content Area: Self Understanding *Goal:* Students will develop and incorporate personal care skills that will lead to satisfactory physical and mental health.

Developmental Objective: Students will be aware of personal care skills necessary for satisfactory physical and mental health.

Kindergarten Competency: Students will describe ways they care for themselves.

First Grade Competency: Students will describe ways they care for their physical health.

Developmental Objective: Students will demonstrate personal care skills that will lead to satisfactory physical and mental health.

Seventh Grade Competency: Students will distinguish between things helpful and things harmful to physical health.

Eighth Grade Competency: Students will distinguish between things helpful and things harmful to mental health.

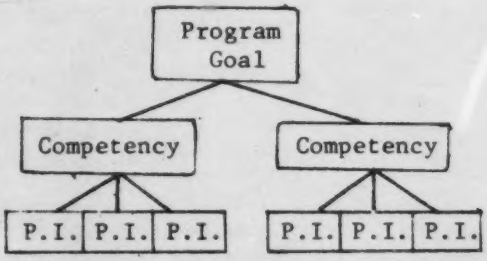
Developmental Objective: Students will demonstrate satisfactory physical and mental health.

Tenth Grade Competency: Students will specify symptoms and warning signs of too much stress and tension.

Eleventh Grade Competency: Students will effectively reduce their stress during tension-producing situations.

Guidance Curriculum Structure-Level 3: Competencies/Performance Indicators. Competency achievement is verified by identifying specific behaviors that students perform relative to competency development. In this curriculum these specific behaviors have been termed *performance indicators.* Three performance indicators have been suggested for the majority of the competencies. The diagram below illustrates this relationship:

Content Area/Contemporary Life Role(s)



Only recently have guidance competencies been identified and analyzed in sufficient detail to allow us to use this evaluation process. Therefore, the level of performance must be established for each guidance curriculum competency. The standards may be quite arbitrary at first until experience provides school districts with sufficient data to base their expectations. The interaction effects between program interventions and evaluation feedback could be extensive and would make what normative data we do have look somewhat depressed. Our expectations for each developmental level would increase as students experience the cumulative effect of a guidance curriculum.

Table 8

Content: Those processes and skills relevant to the guidance area.
Total: 8 guidance content areas.

Role(s): Contemporary life roles as suggested by the Georgia State Department of Education.
Total: 5 life roles

Goal: Those major themes students should incorporate in their lives by the end of their public school experience. Each goal relates to one content area and one to five life roles.
Total: 24 Goals

Objective: The developmental sequence students must go through to incoporate these goals in their lives.
Total: 3 developmental objectives per goal

Grade	*Competency*	*Performance Indicators*	*Suggested Performance Levels*
Kindergarten through twelfth grade are included under each goal.	General behavioral steps which suggest student's competency in progressing through the developmental process of incorporating these goals.	More specific terms which indicate those behaviors students should accomplish in order to reach the corresponding competency and ultimately the goal.	Those suggested specific steps, examples, or explanations which students might express or demonstrate to signify they have reached the corresponding competency level.

Table 9

Content: I. Self Understanding

Role(s): Individual

Goal: A. Students will develop and incorporate personal care skills that will lead to satisfactory physical and mental health.

Objective: 1. Students will be aware of personal care skills necessary for satisfactory physical and mental health.

Grade	*Competency*	*Performance Indicators*	*Suggested Performance Levels*
Kindergarten	Students will describe ways they care for themselves.	Students are able to:	Students are able to:
		1. describe a healthy body and an unhealthy body.	1. a) describe three characteristics of a healthy body (i.e., proportionate height and weight for their age group, shining hair, white teeth, can exercise without getting too tired, eats well, sleeps well, feels happy, etc.). b) describe three characteristics of an unhealthy body (i.e., cavities, tires very quickly, does not eat well, cries easily, coughs, hurts, etc.).
		2. describe ways to keep healthy.	2. describe five ways to keep healthy and safe (i.e., brush teeth, bathe, dress appropriately, eat right kinds of food, get enough sleep, don't play with electricity, look before crossing streets, don't play with medicines, etc.).
		3. describe ways they care for themselves in order to stay healthy and safe.	3. describe three ways (from the ideas generated in #2) they care for themselves.

Based upon our current knowledge of the developmental process previously explored in this Section, the following approach is suggested to aid in the identification of performance indicators for guidance curriculum competencies. This example is an extension of the competencies that have been selected to model the guidance curriculum structure. See Table 9.

Evaluation and the Reporting System. Evaluation serves the purpose of accountability in guidance program planning. Guidance personnel are responsible to account for the elements in a guidance program that affect students directly or indirectly. Until the advent of the guidance curriculum most guidance program evaluation was in the form of process documentation. The introduction of a guidance curriculum for all students requires a student outcome evaluation effort that is similar to that found within other subject matter areas. The major focus in implementing a guidance curriculum has been the identification of student outcomes stated in the form of life role competencies. The establishment of a guidance curriculum must be accompanied by commensurate assessment and reporting procedures that provide accountability information relating to competency development at all grade levels.

An equivalent and respected guidance curriculum will thus be accountable to students and parents as in other curriculum subject matter areas. The fundamental vehicle for communicating a student's progress toward developing life role competencies should be a "report card." A reporting system for parents and students forms the basis for a school's accountability system. While the reporting system is not the only accountability procedure, it is probably the most influential and commonly used device.

Currently parents are receiving more and more reporting information about each subject matter area. Likewise, this information is translated into a competency based, developmental format that links each year of school to the next year of school through performance levels or identified task accomplishments. Parents are faced with understanding the idiosyncratic, developmental profile of their child. Parents can not only track their children's progress in reading and mathematics

but they may also become aware of whether in physical education their child can use a foot trap (soccer) or perform an inverted hang (gymnastics).

Do we have the ability to introduce a reporting system for the guidance curriculum that can meet the demands and expectations commonly associated with the emerging need for continuous progress monitoring of competency attainment? The answer is yes for the following reasons.

1. The parameters of the guidance curriculum have been identified.
2. The developmental sequence and scope of responsibility for the guidance curriculum has been established for instructional levels or units.
3. There are means to observe and assess the variability and level of performance.
4. A reasonable common language is available to allow guidance concepts to be understood and communicated to students and parents.

The Reporting Process. The number of items typically reported at each grade level for an individual student typically would not exceed fifteen. Twelve or less probably would be more feasible. The performance level of detail may be necessary for instructional purposes. However, for reporting purposes, a very detailed presentation may be too confusing and overwhelming. Raters who are responsible for evaluating twenty-five or more students each reporting period are at their efficiency/effectiveness limit to assess even twelve competencies in this curricular area. As educators become more comfortable with guidance content and the performance indicators, evaluation will be viewed with much less concern. The number of competencies assessed at each grade level may be increased as the guidance curriculum is assimilated into the instructional process. Following is a report for Grade One. Note that a competency may not be rated even though it may be worthy of consideration at this grade level. The Georgia Comprehensive Guidance Model provides twenty-four (24) competencies for each grade level. It is extremely doubtful that each one would be rated at a reporting period. However, each one could receive attention over an academic year.

Content Areas	YOUR CHILD CAN:	Quarters 1	2	3	4
Self Understanding	Describe personal physical health care				
	Recognize how others differ from self				
	Describe own responsibilities at home & school				
Interpersonal Relations	Describe methods of speaking so they can be understood				
	Describe the roles of each family members				
	Describe qualities of a friend; know own friendship qualities				
	Recognize they have an effect on things & others				

The Rating Key

√: Student has accomplished this step

W: Student is still working on this step

[ ]: This step does not apply at this time

Guidance Activities. For our purposes activities related to the Guidance Curriculum competencies could be included but not limited to the following:

GUIDANCE CURRICULUM

Units
- specified in courses
- infused within other material

Courses
- P.E.C.E.
- C.A.V.E.

Coordinated Programs
- packaged materials
- team approaches

Quarter Courses
- regular courses
- cooperative work experience

Mini-Courses
- exploratory units
- skill areas

Group Work
- vocational exploration groups
- special topics

Career Guidance Center
- competency center
- individualized contracts

Component 2: Individual Planning

Concern for individual development has always been a component of guidance programming. In recent years, the concern for individual development has intensified as society has become evermore complex. This concern is manifested in many ways, but perhaps it is expressed most succinctly in a frequently used goal for guidance; helping individuals become the persons they are capable of becoming. However, this concern is not always translated into organized guidance activities that will carry out this mission systematically. This is true particularly in relation to three critical and interlocking dimensions of individual planning--placement, follow-up, and follow through. As a result, the Individual Planning Component, with its focus on these three dimensions, was made an integral part of the total guidance program.

To accomplish the purposes of this component, activities and procedures are needed to assist students to continuously monitor and understand their growth and development in terms of their personal goals, values, abilities, aptitudes, and interests (competencies) so that they can take action on their next steps educationally and occupationally. This means that counselors and others with guidance responsibilities serve in the capacity of personal development and placement specialists. Personalized, continuous contact, and involvement with individuals is required. For our purposes, activities in the individual planning category include but are not limited to the following:

INDIVIDUAL PLANNING

Advisory System
- •teachers as advisors
- •team approaches

Cooperative Planning
- •teachers/parents
- •peer programs

Credential Development
- •data bank
- •cumulative records
- •informal portfolios

Contracting
- •independent study
- •work experiences
- •volunteer groups

Exploratory
- •testing
- •projects
- •activities

Life Planning
- •short term goals
- •projected career plan

Placement
- •academic
- •scheduling

Through the years, secondary school counselors claimed that the scheduling process allowed for some of this individual planning. Student-counselor ratio was always a constant issue. New procedures are now being employed to insure better individual planning. For example, one way of organizing school staff to respond to the individual development of students is the use of an advisory system in a high school setting. This approach is not new, but it did receive substantial attention in the 1970's and seems to be gaining favor in the 1980's.

Choosing to illustrate the Individual Planning Component with the advisory system idea does not mean that less emphasis should be placed on placement, follow-up, and follow-through. On the contrary, without these critical program elements, a guidance program is not comprehensive. However, there is substantial literature available already which describes in detail how to plan, implement, and evaluate these three elements.

The Advisory System. The Advisory System is based on the belief that satisfaction on the part of faculty, students, and parents will result more easily if every student in school is able to relate personally, in a comfortable way, with at least one adult. In order for this one-to-one relationship to exist, it is necessary to involve faculty members in a program which includes all students and their parents. Each teacher, counselor, administrator, and specialist acts as an advisor to a group of 15-20 students. Thus, within these groups, students are relating to each other as human beings sharing more than subject matter concepts. The faculty members relate to each other as advisors sharing ideas about successfully dealing with their advisees. Parents relate to an individual in school who knows more about their child than merely what grades they earned in a particular class.

Program planning, parent contact, and personal development are the three main areas of the advisor's role. But advisors have other responsibilities to their advisees and to their school. Below are listed ten possible categories of advisor responsibility with the definition of each. Other categories could also be selected. Obviously, advisors will not cover every area with every advisee completely. Also, inservice workshops are needed to assist advisors in developing skills in each of the ten areas.

Program Planning: Activities dealing with the act of choosing school courses, such as course selection, standardized testing, evaluation of course schedule, and long-range educational planning.

School Offerings Awareness: Activities that contribute to an awareness of the school and its programs, philosophies, and actions.

Parent Relations/Conference: Activities designed to increase parent participation in the schooling process and to insure frequent positive contact among the advisor, student, and parent.

Competency Based Education: Activities designed to review the Contemporary Life Role Skills and the graduation requirements related to them.

Learning Style Analysis/Study Habits: Activities to aid in the assessment of individual student academic needs and school environment adjustment.

Employability Training: Activities to aid in job seeking, school to work transitions, and job maintenance.

Basic Helping Skills: Activities to foster attending, listening, and responding skills. Focus on student responsibility taking.

Crises Management: Activities designed to support awareness, referral, and follow-up for crises contacts, (e.g., drug abuse, vandalism, depression, child abuse).

Career Exploration/Preparation: Activities to help students explore and prepare for a career.

Individual Career Development Plan: Activities to help advisor support the development of career plans by students. Aid advisors in teaching the decision-making process.

Being an advisor makes it possible to give a few individual students personal care and attention. An advisor has 15-20 advisees for all of their high school years, if this is mutually satisfactory. A student chooses an advisor in one of several ways. The choice may be based on curriculum or out-of-school interests of the advisor. The choice may be an advisor a student already knows. It may be that a group of students choose the same advisor so they can be together.

Advisors are given the permanent cumulative records of their advisees. This allows for easy access to student files during advisor-advisee meetings. In some schools, folders are kept in an Advisement Center, which is also where advisor-advisee meetings may be held. Meetings are held during a regularly scheduled time. The scheduled advisement period usually takes priority over any other commitment students might have.

The Advisory System acknowledges the need of students to have long-term, personal relationships with advisors. The Advisory System provides the time and structure necessary for this involvement to occur. It is accurate to say, then, that the work of school staff is supported and enhanced by the Advisory System.

The counselor's role in the high school has traditionally included at least a number, if not all, of the following functions:

1. crisis-oriented counseling
2. administering and interpreting tests

3. educational/vocational guidance for seniors
4. scheduling and student registration
5. student record upkeep

The counselor's role in the high school which uses the Advisory System includes:

1. providing advisors with backup support by dealing with crisis-oriented referrals.
2. administering and interpreting tests along with the other advisors.
3. helping advisors develop skills in providing students with educational/vocational information.
4. scheduling and student registration of 15-20 advisees.
5. student record upkeep of 15-20 advisees.
6. developing out-of-school learning programs.
7. helping advisors develop skills in active listening, group dynamics, parent conferencing, and conflict resolution.

In comparison of the two role descriptions, it becomes evident that the number of responsibilities does not vary greatly. What is strikingly different is the manner in which each method meets the needs of students and uses the talents of counselors.

Traditionally, one counselor has been responsible for as many as four to five hundred students or more in a school. As a result, interaction between these students and the counselor has been limited often to brief encounters during registration times or other encounters during problematic times. Interaction between teacher and counselor has been limited, too, to faculty meetings, workshops, and brief consultations regarding problem students. The school program simply has not included the means for significant and consistent dialogue between counselors, faculty members, and students.

With the Advisory System at work in the high school, communication barriers between faculty members, and between faculty and students, are lessened. Personal caring becomes a priority in the school where there is equal involvement on the part of every faculty member and every student. Counselors become members of a team whose overall role includes

meeting student needs, such as:

- receiving personal attention
- learning how to assess oneself and set goals
- entering into meaningful dialogue with parents and teachers
- getting to know an adult in the school
- experiencing daily emotional growth
- developing decision-making skills

At first glance it may appear to counselors that implementation of the Advisory System would serve only to minimize their function in a school. If suddenly every other faculty member is called upon to advise a small group of students (help them plan their school programs, facilitate their emotional growth, and maintain contact with their parents), how then do counselors' special talents come into play?

Counselors functioning in a program of advisement serve as prime resources for both advisors and students. Freed from an abundance of paperwork and now integrated into the mainstream of the high school, they are able finally to use their talents and training. Counselors will continue to fulfill many of the traditional roles, such as crisis counseling, but the Advisory System frees them to deliver a higher level of professional services. Very simply stated, an advisement program can enhance the work of counselors rather than jeopardize their position.

For some principals, student contact involves mainly disciplinary action with resulting negative feelings. The Advisory System does not guarantee principals freedom from that task, but personalized contact and program planning will increase student motivation and involvement in the school. This is not to say that principals will never have discipline problems--but they should have fewer of them. The Advisory System will help prevent these problems.

The Advisory System needs principals to function as advisors. This means that principals also will have the opportunity for full participation in helping relationships. In addition, principals can serve as models for other advisors. As model advisors, they need to sustain participation with enthusiasm. In fact, principals help provide for long-term maintenance of the program.

Making changes is never easy. The rest of the staff will need support as they learn the role of advisor and make necessary adjustments and improvements. As advisors, principals develop an increased sensitivity to the problems of advisement. Their full participation demonstrates the value and importance of advisement. While it is possible to initiate an Advisory System without the principal being an advisor, seeing principals share equally the responsibilities of advisor will enhance the feeling of togetherness among the faculty. Everyone needs to feel trusted and cared for: counselors, teachers, administrators, and students. The environment should say to all within: You are trusted! Principals need to do all that they can do to create this feeling. It includes placing confidence in the advisory process, the staff, the students, and themselves.

The skills needed to be an effective advisor are not so different from those required to be a good teacher, or principal, or counselor. What is different is the one-to-one contact with a student outside of a curriculum-based situation. It is essential that advisors deal with their advisees in an honest and comfortable manner. In other words, advisors are most effective when they are themselves. Realization of this basic point will make the one-to-one contact easier to deal with. Once advisors reach this point, it is time to assess strengths and weaknesses and determine those areas where more skill development is needed.

Advisors should have some understanding of how to develop skills useful in attending to the personal growth and well-being of advisees, helping each advisee outline a satisfactory learning program, and maintaining communication with their parents. Advisor skills include:

- Career Exploration
- College Information
- Conflict Resolution
- Learning Style Analysis
- Interpreting Test Scores
- Parent Conferencing
- Program Planning
- Record Keeping
- School Awareness
- Self Assessment

It is not realistic to expect every advisor to master each of the listed skills. Advisors need to share their knowledge and help each other develop the skills. As in the case of advisor responsibilities, it is helpful to present inservice workshops for each other.

It is important to keep the basic purpose of an advisory system in focus when organizing the program. It is possible for an advisory type system to be oriented toward school system efficiency rather than personalizing student learning. While the system should be reasonably efficient, an overconcern for efficiency can distort the purpose. It is possible to have an individual advisory system and not increase individualized student contact and involvement. A modified home room approach wherein students are only seen in a group and the goals are limited mainly to administrative concerns such as class scheduling, record keeping, and announcements probably will offer little personal development. While class scheduling may be one responsibility of advisors, and group meetings may be an appropriate method for discussion and efficient processing, the primary focus is always on the facilitation of individual student development.

Component 3: Responsive Services

Problems relating to academic learning, personal identity issues, drugs, and peer and family relationships continue to be a part of the educational scene. As a result, there is a continuing need for crisis counseling, diagnostic and remediation activities, and consultation and referral to be an ongoing part of a comprehensive guidance program. In addition, there is a continuing need for the guidance program to respond to the immediate information seeking needs of students, parents, and teachers. The on-call responsive component of the program organizes guidance and counseling techniques and methods to respond to these concerns and needs as they occur. In addition, responsive activities are supportive of the guidance curriculum and individual development, placement, and follow-through activities.

Adjunct guidance staff--peers, paraprofessionals, volunteers--can aid counselors in carrying out on-call responsive activities. Peers can be involved in tutorial programs, orientation activities, ombudsman

functions, and--with special training--cross-age counseling and leadership in informal dialogue. Paraprofessionals and volunteers can provide assistance in such areas as placement, follow-up, and community-school-home liaison activities. For our purposes, activities in the responsive services category include but are not limited to the following:

RESPONSIVE SERVICES

Career Guidance Center
- •information
- •media presentations
- •individualized

Placement Service
- •entry
- •summer
- •follow-up

Peer Programs
- •support activities
- •psychological education outreach
- •counseling/tutoring

Referral and Consultation
- •community agencies
- •parents/teachers

Differentiated Staffing
- •on-call
- •individual counseling
- •specialties

Groups
- •open
- •specified topics

Rather than illustrating this program component by describing example activities, the physical facilities for the total guidance program were chosen as a focal point. This was done because there already is available an abundance of literature which describe in detail, techniques and procedures to be used in carrying out activities in the Responsive Services Component. Resources for this component also abound and are well known, so they are not mentioned here.

Little attention has been given to the topic of guidance facilities in the past. What attention has been given based on traditional ways of organizing guidance. To make the Responsive Services Component function effectively, to provide direct and immediate responses to individual needs, and to support the other program components a new way of organizing guidance facilities is needed. Traditionally they have consisted of an office or suite of offices designed primarily to provide one-to-one counseling assistance. Such an arrangement frequently included a reception or waiting area which served as a browsing room where students had limited access to some displays and/or files of educational and occupational information. The need for individual offices is obvious because of the continuing need to carry on individual counseling sessions. There also is a need, however, to open up guidance facilities; to make guidance facilities more accessible and usable.

One approach to make guidance facilities more accessible and usable is to reorganize traditional space into a Guidance Center. Other titles used to describe these centers include Career Planning and Placement Center, or Career Center.

Guidance Center. A comprehensive Guidance Center can bring together available guidance information/exploration resources and make them easily accessible to students. The Center can be used for such activities as research, planning, self-exploration, and group sessions. Students can gain assistance in such areas as occupational planning, job entry and placement, financial aid information, and post-secondary educational opportunities.

Although the Center is available for use by school staff and community members, it should be student-centered and many of the Center activities should be student planned as well as student directed. At the same time, the Center is a valuable resource for teachers in their program planning and implementation. Employers too will find the Center useful when seeking part-time or full-time workers. Viewed in this way, the impact of the Center on school and community can be substantial.

If community members and parents are involved in the planning and implementation of the Center, their interest could provide an impetus for the involvement of other community members. When parents and other community members become involved in programs such as the Guidance Center, they gain first-hand experience with the educational process. Through these experiences new support for education can grow.

The Guidance Center should be furnished in as comfortable a way as possible for all users of the Center. Provision should be made for group as well as individual activities. Coordination of the operation of the Guidance Center should be the responsibility of the guidance staff. All school staff should be involved, however. It may be necessary to employ at least one paid professional to ensure that clerical tasks are carried out in a consistent and ongoing manner. The majority of the staff could be comprised of volunteers--both community members and students. This provides an excellent opportunity for the involvement of these persons in the school program. Teachers and administrators also should be encouraged to participate. Their participation could provide students with the opportunity to get to know them on a more casual basis.

The activities of the Guidance Center will be as varied as the people involved in its operation. Many guidance activities are ideally suited for processing through the Center. Some of these are:

- Career Exploration Groups
- Providing Occupational Information
- Providing Educational Information
- Peer Counseling
- Individual Advisement Program
- Community Resource Survey
- Work Exploration Program

Placement also should be an integral part of the activities offered by the Guidance Center. Through placement, counselors and/or teachers can assist students in carrying out educational and/or occupational plans suitable to their interests, skills, abilities, and training.

In order to have successful placement activities in a Center, there are several necessary elements: outreach to students, co-partnership with fellow educators and employers, and meaningful follow-ups on which to build and adapt curriculum. The following activities are suggestions for providing these elements:

1. Outreach activities involving such things as announcements concerning the Center posted on bulletin boards, and broadcasted via intercom systems or local radio or television programs; assemblies arranged for the job placement coordinator to speak to students and discuss the current job market, preparatory steps for job hunting and the initial interview; student referrals to the Center by counselors, teachers, and administrators; counseling and placement assistance for students who withdraw from school.
2. Student assessment including both formal and informal testing procedures to help students become aware of their goals, interests, abilities, achievements, and personal characteristics.
3. Community surveys involving personal contact with individuals in industry, business, professions, private agencies and employment office to provide up-to-date information for the community resource file in the Center. This file can be used by educators and community members to identify possible locations for work exploration, on-site visits, classroom visitors, and job placement. Other useful resources to be placed in the file can be found through the local Chamber of Commerce, civic organizations, personnel associations, business associations, parents and teachers.
4. Structured experiences preparing students for educational and occupational placement such as:
   a. filling out applications
   b. interviews and telephone tips
   c. testing--college entrance examinations, civil service testing, employment examinations
   d. appearance, salary, budgeting, benefits, and unions
5. Activities assisting instructional staff to relate their subject matter to the world of work and assisting youth in the development of appropriate work attitudes and understandings.
6. Evaluation activities including follow-up studies of former students.

Although the Center as described here is planned specifically for the secondary school, the concept may be modified and made applicable for either elementary or post-secondary education. At the elementary level, the Center might serve as the coordination center for classroom activities.

Component 4: Systems Support

The administration and management of a comprehensive guidance program requires an ongoing support system. That is why it is a major program component. Unfortunately, however, it is an aspect of a comprehensive program that is often overlooked or it if is attended to, only minimally appreciated. And yet, the system support component is as important as the other three components. Why? Because without continuing support, the other three components of the guidance program may be less than effective.

Activities included in this program category by definition are activities which support and enhance activities in the other three program components. That is not to say that these activities do not stand alone. They can and often do. But for the most part, they undergird activities in the other three components.

For our purposes, activities in the system support category include but are not limited to the following:

SYSTEM SUPPORT

Staff Development
- assessment/planning
- implementation

Orientation Programs
- between schools
- new schools

Testing Program
- organization/planning
- reporting

Needs Assessment
- organization/planning
- reporting

Community Relations
- linkage with business/industry
- dissemination of information

Materials Development
- •student activities
- •support for staff/public

Guidance Program Evaluation
- •outcome
- •process

Parent Education
- •materials dissemination
- •workshops/conferences

Staff Development. To illustrate a system support activity in more detail, we have chosen staff development. Staff development is crucial to the success of the activities in the other three program components. Staff development is for members of the guidance staff as well as for the teaching staff. Staff development is an ongoing activity.

To understand all that is involved in planning and conducting staff development activities, it is first necessary to understand the essential elements needed for staff development to take place. The following figure outlines these elements and conditions.

	Essential Elements			
Learning Phases	Knowledge to be Learned	Skills/ Techniques Needed	Attitudes/ Values Required	Application Stages
Attending	Perceptual-ization	Awareness	Identifica-tion	Demonstra-tion
Relating	Conceptual-ization	Experimen-tation	Clarifica-tion	Simulation
Internalizing	Generaliza-tion	Competency	Affirma-tion	Performance

Figure 2

Staff Development Model

The above figure provides a description of the phases of learning individuals go through as they relate the essential elements of staff

development. For example, to learn a new skill/technique, activities need to be constructed to first make an individual aware and then to allow some experimentation in trying out the skill/technique so that the individual can become competent in that skill/technique. It is important that staff development activities include all the elements described (knowledge to be learned, skill/technique needed, attitudes/values required, and application stages) and attend to the appropriate learning phases to be effective. Dwelling only on knowledge to be learned without providing staff with the skills/techniques to apply the knowledge, the impact of the activities will be lessened considerably.

Once the essential elements and learning phases of staff development are understood, the first step in conducting staff development activities is to assess the competencies of staff and their perception of the need for further training. Based on staff needs assessment, the next step is to use the staff development model to bring appropriate activities together. For example, if one or more of the goals of the guidance program is for individuals to develop human relationship skills, it will be necessary to increase staff competencies in human relations skills. Here is an example of how the model works.

Basic Helping Skills

1. Knowledge to be Learned	A Helping Model
2. Skills/Techniques Needed	Role playing Peer counseling Attending Disclosing
3. Attitudes/Values Required	Involvement Trust
4. Application	Teacher Effectiveness Training Group Counseling

As you can see, the model outlines what is to be learned, the skills and attitudes/values involved, and the procedures to be used to accomplish the task. An additional example follows on the next page.

Employability Training

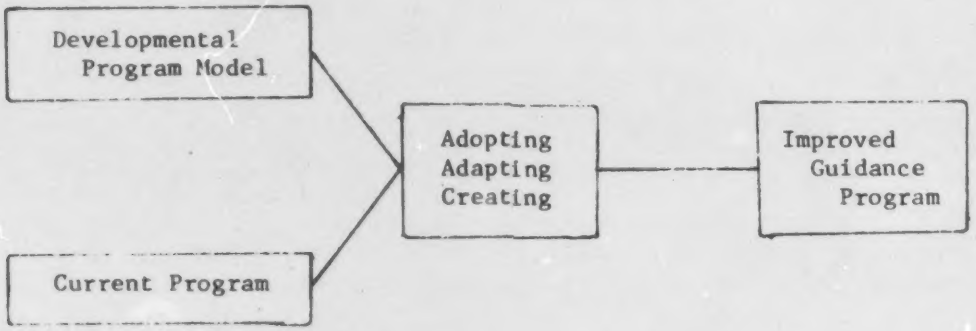
1. Knowledge to be Learned	Job Seeking Skills Occupational Information
2. Skills/Techniques Needed	Using Occupational Outlook Handbook Role Playing Interviews Cooperation Task Completion
3. Attitudes/Values Required	Accommodation Interdependency
4. Application	Mini-course on job seeking Visits to local industry

Once staff needs have been assessed and activities have been chosen to meet those needs, the next step is to locate resources to carry out the activities. Most school districts have access to a variety of resources to support staff development activities. Here are a few examples.

- Workshops by local staff
- University courses
- University sponsored workshops
- Send an individual or team away to a source (workshop) to bring back information and skills to share with others
- Send individual or team to observe model projects
- Create a consortium of local school districts to use each others expertise.
- Use outside consultant over period of time
- State Department workshops
- Self instructional packages
- Instructional television

Part Four:
Program Improvement and Implementation

If local guidance program planners accept the developmental program model, the next step is to compare it with the current guidance program. The model serves as a template to lay over the top of the current guidance program so that similarities and differences can be seen. Then use the processes of adopting, adapting, and creating to organize your improved guidance program.



Organizing an Improved Program

As the current program is being compared to a developmental program model, decisions are required concerning what the nature and structure of the improved guidance program should be. What should be adopted directly from the developmental program model? What current program components should be maintained? What program components need to be created to fill gaps in the current program and are not available presently in the program model? The answers to these questions will provide answers to what the nature and structure of the improved guidance program will be.

An Improved Guidance Program

One of the first decisions needed at this phase of the program improvement process is a decision concerning overall program structure. What should the structure be? What should the structure look like? Traditionally the response to these questions has been to use a structure known as guidance services. Over the years these services have included orientation, assessment, information, counseling, placement, and follow-up activities.

The Program Structure

It is recommended that in place of this structure, a new structure be adopted; a structure that is more in keeping with the developmental guidance perspective. The components described in Part III should be used as the organizers for your guidance program structure, K-12.

Guidance Curriculum. The guidance curriculum contains the majority of guidance activities K-12. The curriculum contains goals, lists of competencies to be developed by students,and activities to assist students to achieve the competencies. The curriculum is organized by grade level and sequenced grades K-12. It is designed to serve all students.

Individual Planning. Included in this component are guidance activities that assist individuals to understand and monitor their growth and development and to take action on their next steps educationally or occupationally with placement and follow-through assistance.

Responsive Services. This component includes activities such as crisis-personal counseling, information giving, and consulting with staff and parents.

Systems Support. Included in this component are activities necessary to support the activities in the other three components. Such activities as staff development, community resource development, and student assessment are included.

Decide on Student Competencies

Once having selected an overall program structure, the next step is to decide on the student competencies for which the guidance program

will take responsibility. What knowledge will students gain and what skills will students develop as a result of their involvement with the guidance curriculum component of the guidance program? To help answer these questions, go to the results of the current program assessment that have been completed already. The second step in that process identified the intended student competencies resulting from guidance activities K-12 in the current program. Begin with that list. Compare it with lists generated from the goals of your school district, the Georgia Comprehensive Guidance Model, or from local community goals. The Competency Based Education (CBE) unit in the Georgia Department of Education has developed competency lists that can be used as graduation requirements. Use such lists in the comparison process. Review the list of the Georgia Comprehensive Guidance Model competencies presented in the Guidance Curriculum and Program Assessment Manuals. Then decide on the K-12 list to be used in the guidance curriculum component of your program. The preliminary work of assembling this list can be done by a work group. The final approval of this list however, should be given to the total guidance staff as well as key members of the school staff, administration, students, and the community. The School-Community Advisory Committee should assist planners in the process.

For the organization of the K-12 competency list planners can use the following format. First, identify the broad categories into which the competencies fit. These categories are called Guidance Content Areas. Next, establish overall goals for the program. Then organize the competencies around the goals. Or, the starting point can be competencies, then establish the goals, and finally identify the content areas. The Georgia Comprehensive Guidance Model can serve as a framework for adoptions and adaptations.

It is important to be parsimonious when it comes to the number of of competencies used as the basis for an improved program. Too many competencies involving too much detail will make the necessary paperwork and reporting system unwieldy. For a closer look at competencies and their related performance indicators, pay close attention to the next section on the reporting system.

A Reporting System

A report "card" which includes guidance curriculum items may seem totally unfamiliar to some educators. However, in one way this is not a new idea. Years ago many report cards had an item on it called *conduct*. Sometimes the grade for conduct was related to academic subjects but often it represented a subjective rating of how students behaved in school. As educational philosophies changed, conduct changed too. It became industry and attitude. The rating shifted to a judgment of student work habits and how students related with others. The evolution continued and it became work habits and social growth. Subcategories rated for work habits included, works independently, follows direction, listens carefully, utilizes time appropriately, and completes daily work. Subcategories rated for the social growth included gets along well with others, accepts correction, practices courtesy, accepts responsibility, exhibits appropriate school behavior, and practices self-control.

While the use of subcategories was an improvement in communicating what was involved in work habits and social growth, it did not keep pace with what was happening in other curriculum areas. Today, continuous progress reporting of students' growth, regardless of grade placement is common practice. Reading levels and mathematic levels are related from year to year in developmental sequence. Health and physical education reporting systems now describe year by year growth in students' ability to perform specified physical activities. Where there once was a single sheet report card for all instruction areas, there is a trend now toward having each instruction area have a report card to be included in a report card packet. These newer reporting systems reflect increasing movement toward individual, developmental, instructional programs.

Guidance program planners should consider developing a student competency reporting system for your guidance program that complements systems now being used in some areas of the instruction program.

The Basis for the System. The basis for the student competency reporting system is the student competencies you have chosen to assist students to acquire as they are involved in your K-12 guidance program.

The Georgia Comprehensive Guidance Curriculum presented earlier had twenty-four goals grouped in eight content areas. For each goal there were competencies and suggested performance indicators for grade levels K-12. A complete list of goals, competencies, and performance indicators for grades K-12 appears in the Guidance Curriculum and Program Assessment Manuals.

To illustrate the basis for a reporting system more specifically, Goal A was selected from the Content Area: Self Understanding. Goal A contains 13 competencies, one for each grade level. For this example the competency for grade 2 and the competency for grade 10 is used.

Goal A

Students will develop and incorporate personal care skills that will lead to satisfactory physical and mental health.

Grade 2 Competency

Students will describe how they care for their mental health.

Grade 10 Competency

Students will specify symptoms and warning signs of too much stress and tension.

Performance indicators are identified to determine whether or not students have acquired these competencies. Performance levels are established to provide a basis verifying acquisition. Example performance indicators and suggested performance levels for the grade 2 and 10 competencies are as follows:

Grade 2

Performance Indicators	Suggested Performance Levels
Students are able to:	Students are able to:
1. describe what it means to have satisfactory mental or emotional health.	1. describe the concept of satisfactory mental health in their own terms: i.e., feeling good about yourself, feeling happy, not worrying about things all the time, etc.

Grade 2 Continued

Performance Indicators	Suggested Performance Levels
2. describe actions and feelings that contribute to satisfactory mental health.	2. describe three actions and/or feelings that contribute to satisfactory mental health (i.e., relaxation, leisure activities, loving and being loved, feeling helpful and worthwhile, etc.).
3. describe how they care for their mental health.	3. describe two ways they care for their mental health (examples can be taken from #2).

Grade 10

Performance Indicators	Suggested Performance Levels
Students are able to:	Students are able to:
1. review the definition of stress and tension and provide two examples of stressful situations.	1. a) define in their own words what stress and tension mean (as pertaining to emotional stress and tension): feeling "up-tight," strain, nervousness, etc. b) indicate two personal stressful situations.
2. provide examples of physical symptoms and warning signs of too much stress and tension.	2. provide three examples of physical symptoms and warning signs of too much stress and tension (i.e., headache, digestive problems, nailbiting, overeating, psychosomatic illness, etc.).
3. provide examples of emotional symptoms and the resulting behaviors of too much stress and tension.	3. provide three examples of emotional symptoms and some resulting behaviors of too much stress and tension (i.e., depression, negativism, moodiness, anxiety expressing itself in such things as nailbiting, overeating, sleeplessness, etc.).
	* demonstrate observable behaviors (i.e., demonstrate recognition responses or indicate upon request those physical or emotional symptoms and warning signs they exhibit when under too much stress and tension, etc.).

Suggested Formats for a Reporting System. There are a variety of formats that can be used to organize competencies for reporting purposes. Two are suggested here. First there is a report card format similar to report cards now being used in most instructional areas. The other approach is the use of a folder format similar to those often being used in an advisor-advisee system, particularly in schools where individual planning is featured.

1. Report Card Format

The report card format being suggested is similar to report card formats being used in a number of instruction areas such as reading and physical education. Specific competencies are listed on a report form with some indication as to whether or not students have attained these competencies or if they still are working on them. In this format the ratings are done by teachers or counselors in consultation with students. The report is then shared with parents as are reports from other instruction areas. Performance indicators and performance levels are used in the rating process. An example of a report card for the twenty-four competencies for grade 2 is in Figure 3.

2. Folder Format

Another format you may wish to consider is a folder. The folder would belong to students. It would be a vehicle for them to keep a record of such things as their academic progress, extra-curricular activities, important conferences, and future education and work plans. Secondary schools may often wish to use this approach. In a school with an advisory system it is called an Advisee Folder.

To help students keep track of the competencies they are acquiring using a folder format requires the development of competency lists which can be made a part of the folder. We suggest that individual sheets of heavy stock paper be used to list the competencies for each grade level included in the folder. The format might look something like Figure 4.

GRADE 2

Content Areas	YOUR CHILD CAN:	Quarters 1	2	3	4
Self Understanding	Describe personal mental health care				
	Recognize which activities hold personal interest and which do not				
	Give their address; describe the way from school to home				
Interpersonal Relations	Describe listening & speaking skills that encourage understanding				
	Describe activities participated in with the family				
	Describe the process of making a friend				
	Describe how others' actions affect own behavior				
Expressing Ideas	Determine appropriate siutations for expressing various feelings				
	Express opinions so others can understand				
Gathering and Processing Information	Describe necessary daily activities carried out by others				
	Relate learning experiences at school to home situations				
	Define the meaning of stereotypes				
Rights and Responsibilities	Understand that all family members contribute toward family life				
	Describe where they learn				
	Describe a citizen and how persons become citizens				
	Understand what a consumer is and how they are consumers				
	Define work; recognize that all people work				
Valuing and Decision Making	Recognize that what is personally important may not be important to others				
	Describe things learned that aid in making choices				
	Recognize reasons choices are made for them; accept those choices; make own decisions when appropriate				
Achievement Motivation	Describe a work activity and how it gets done				
	Describe necessary tasks and their purposes				
Problem Solving	Describe situations when they need help from others				
	Define future; describe situations desired for the future				

The Rating Key

√: Student has accomplished this competency

W: Student is still working on this competency

□ This competency does not apply at this time

Figure 3

Guidance Program
Tenth Grade Competencies

Student Initials	Counselor Initials	I CAN:
_____	_____	Specify symptoms & warning signs of too much stress
_____	_____	Analyze how characteristics & abilities develop
_____	_____	Show how you manage your environment
		*****
_____	_____	Communicate your understanding of what another person has said
_____	_____	Describe families different from yours; predict how you might feel in similar circumstances
_____	_____	Analyze differences & similarities between cooperation & competition
_____	_____	Explore how environment shapes/controls behavior; examine your responses to persons shaping behavior
		*****
_____	_____	Analyze use of expression skills in various settings
_____	_____	Assess the needs you have in asserting yourself
		*****
_____	_____	Compare how life styles differ as to life roles, settings, & events
_____	_____	Predict your use of knowledge from school in future experiences
_____	_____	Analyze stereotypes held by others & how they can limit choices
		*****
_____	_____	Describe the interrelationship between family rights & responsibilities
_____	_____	Evaluate your learning skills; explain how they can be improved
_____	_____	Describe your rights & responsibilities as world citizens
_____	_____	Describe legal rights & responsibilities of consumers
_____	_____	Describe legal rights & responsibilities of producers
		*****
_____	_____	Predict how your values will influence your life style
_____	_____	Analyze the decision making process used by others
_____	_____	Identify decisions you have made; analyze how they will affect future decisions
		*****
_____	_____	Analyze how planning time contributes toward effective life roles
_____	_____	Use various methods of evaluating task & progress achievement
		*****
_____	_____	Predict methods you could use in caring for medical emergencies
_____	_____	Predict some concerns you may have as you get older

Competency rating using this format could be done jointly by a student and a counselor or an advisor in an advisor-advisee system. The rating would be done by them initialing a competency on the form when they felt it had been acquired. The performance indicators and performance levels for each competency would be used as a basis for making a judgment.

An Individual Career Plan (ICP)

Numerous books have been published in the past few years which provided structured approaches to life career planning. Many of these books contained forms to fill out and exercises to complete. While the exercises in these books have been helpful to people, they often were limited by time. Once the activities were completed by an individual, there was little or no provision for follow through. Some books did provide follow through exercises but those too were limited.

Recently, however, attention has been given to the follow through issue for special populations by the use of individual education and career development plans and programs. In special education there are Individualized Education Programs (IEPs) while in rehabilitation work they are called Individual Written Rehabilitation Plans (IWRPs) and in Comprehensive Employment Training Programs they are called Employability Development Plans (EDPs).

What is needed in schools is a similar vehicle but for all students. What is needed for each student in an Individual Career Plan (ICP) in folder form. The plan could be both an instrument and a process which students could use to create and monitor their own development. As an instrument, the Plan could provide a way for students to gather, analyze, and synthesize information about self and their environment. As a process, the Plan could become a vehicle through which such information is incorporated into short range and long range goal setting, decision making, and planning activities. As a process the Plan could become a pathway, a guide which students could follow. It would not be a track which would be plotted and followed routinely. Rather, it should be an outline or plan for a quest.

Central to an Individual Career Plan folder would be the student competency reporting system. The reporting system would provide a

mechanism for students to monitor and record their progress in competency acquisition. Lists of competencies from instructional areas could be added easily to the lists of competencies which result from the guidance program.

To implement this idea, it is recommended that Individual Career Planning Folders be established for all students beginning in the elementary school years. The Folders would be the property of the students although they would be maintained in the guidance office or by an Advisory System. They would be available to students to use in various guidance and instruction activities related to goal setting, decision making, and planning and would be theirs to take with them when they graduated, transferred, or left school. It is further recommended that, concurrently, a report card be developed to share with parents the progress of their children in guidance competency acquisition. The use of a report card would be appropriate particularly during the elementary school years and possibly during the middle school/junior high years.

When students leave school they would take their Individual Career Plan Folder with them. Whether they would go to work or on for more education, the Folder and the accompanying competency lists would be available for additional goal setting, decision making, and planning activities. Information in the folder would assist them in a variety of job seeking and job keeping activities including filling out application forms, writing resumes, developing curriculum vitae, or preparing for job advancement. As new experiences are acquired, they would be analyzed and added to the appropriate sections of the Folder. Thus the Individual Career Plan Folder with accompanying competency lists could become an ongoing goal setting and planning vehicle for individuals as long as they would wish to use it.

Summary of Basic Organizers for Guidance Program Commitments

The acceptance of the basic premise regarding the need for comprehensive, developmental guidance program forces program planners to establish some basic elements heretofore not prominently featured in most guidance programs.

1. A guidance curriculum should be initiated and eventually fully developed K-12.
2. An Individual Career Plan (ICP) process should be installed and appropriately supported by a personalized individual planning system.

Implementing An Improved Program

Once the organization of an improved guidance program has been determined, the next step is to begin the implementation process. Ordinarily this process may take up to three years to unfold. A major reason for this, is the time involved in beginning new activities and in shifting responsibility for previously assigned activities.

Assess Perceived Student Needs

To begin the implementation process it is recommended that planners assess the perceived needs of students. To some program planners this task is done first, before any other step is taken in the planning process. While it can be done then, the results will not be as useful as the results of a preferred student needs assessment done during this phase of the program improvement process.

A major reason for waiting until this time is that until now planners had not identified the student competencies toward which the program was oriented. And, in the type of assessment being proposed, student competency statements become, in effect, the basis for the needs assessment items. In fact, this part of the implementation process would just as well be called an *inventory of student competencies*; an inventory of where students are in competency development and where they would like to be in their competency acquisition.

To illustrate how the competencies that have been chosen can be converted to needs assessment items, the following examples are provided. One competency from grade 2 and one competency from grade 8 were selected from those presented in the Guidance Curriculum and Program Assessment Manuals.

Grade 2

Competency: Students will describe how they care for their mental health.

Needs Assessment: I can tell how I feel good about myself.

Grade 8

Competency: Students will distinguish between things helpful and things harmful to mental health.

Needs Assessment: I can tell about what things can be helpful and what things can be harmful to how I feel about myself (my mental health).

An alternate method for creating needs assessment items might be appropriate for middle schools and secondary schools. At these levels, a more indepth level of detail might prove helpful; therefore, the performance indicators (relating to the competency) could be converted to the needs assessment items. In the following examples the performance indicators from grade 10 are used.

Grade 10

Performance Indicators:

1. Students are able to review the definition of stress and tension and provide two examples of stressful situations.
2. Students are able to provide examples of physical symptoms and warning signs of too much stress and tension.
3. Students are able to provide examples of emotional symptoms and the resulting behaviors of too much stress and tension.

Needs Assessment:

1. I can provide examples of tension-producing situations.
2. I can provide examples of physical symptoms and warning signs of too much stress and tension.
3. I can provide examples of emotional symptoms and warning signs of too much stress and tension.

Assessment Procedure. The actual assessment can be done using a card sort approach or a questionnaire format. The card sort approach provides direct interaction with students but it takes more time to administer and score. The questionnaire format is easier to administer and score, but does not provide direct contacts with students that some planners may desire.

A needs assessment questionnaire illustrating the use of converted competencies follows. A section from grade 2 that is related to the Content Areas of Self Understanding and Interpersonal Relations was chosen. See Figure 5. To assist guidance program planners in gaining a more comprehensive overview of student needs, parents are often consulted. Figure 6 represents an excerpt from a needs assessment questionnaire for the parents of second graders.

Students are directed by their teachers to color in the pictures with specific crayons as an indication if they can or cannot perform the competency. Students are then asked to make a priority judgment concerning those competencies for which they feel the greatest need.

Self Understanding

1. I can tell how I feel good about myself. _____ 1
2. I can tell some things I like to do or watch and things I don't like to do or watch. _____ 2
3. I can tell my address and how to get from school to my home. _____ 3

Interpersonal Relations

1. I can tell about my listening and speaking skills that allow me to understand others and others to understand me. _____ 1
2. I can tell about some activities that my family does together _____ 2
3. I can tell how I make a friend. _____ 3
4. I can tell how other peoples' actions make a difference in the things I choose to do. _____ 4

Expressing Ideas

1. I can decide the right times and places to express different feelings. _____ 1
2. I can tell ways to give my opinion so that other people can understand me. _____ 2

Figure 5

Parents who are asked to complete a needs assessment questionnaire are requested to complete the following steps.

1. *Read each sentence carefully.* Each one describes things students are able to do to demonstrate learning in that particular area.

   Decide if you are satisfied with your child's ability to do what the statement describes. If you are satisfied, put a check mark (✓) in the column labeled satisfied. If you are not satisfied with your child's ability to do what the statement describes, put a check mark (✓) in the column labeled not satisfied.

   Go through this survey marking satisfied or not satisfied as it pertains to your feelings about each item.

2. *If you have more than five (5) check marks in the Not Satisfied column, please indicate at the side of the page which ones you consider to be of high priority.*

GUIDANCE PROGRAM NEEDS/PROGRESS SURVEY

SECOND GRADE

PARENT FORM

MY CHILD CAN:	SATISFIED	NOT SATISFIED
1. Tell how they feel good about themselves.		
2. Tell about things that interest them and those that do not.		
3. Tell their address and the way from school to home.		
4. Tell about listening and speaking skills that let them understand others and be understood.		
5. Tell about activities the family does together.		
6. Tell about how to make a friend.		
7. Tell about how others' behaviors make a difference in what they do.		

To exemplify a secondary/middle school needs assessment questionnaire using converted performance indicators, a section of one used for grade 10 was chosen. This section of the questionnaire covers the two content areas Self Understanding and Interpersonal Relations. See Figure 7.

To fill out this questionnaire, students are asked to go through two steps. First, they are asked to indicate if they can do what the questionnaire items state. Secondly, they are asked to select three statements that represent something they want to accomplish (priority needs).

READ YOUR INSTRUCTION SHEET CAREFULLY. PUT AN X OVER THE ANSWER THAT SHOWS WHAT YOU THINK ABOUT THAT SENTENCE.

Self Understanding

I CAN:	STEP I		STEP II (Select 3)
1. provide examples of tension-producing situations	Yes	No	Need
2. provide examples of physical symptoms and warning signs of too much stress and tension	Yes	No	Need
3. provide examples of emotional symptoms and warning signs of too much stress and tension	Yes	No	Need
4. explain the influence that genetic and environmental factors have on characteristics and abilities	Yes	No	Need
5. provide examples of genetic and environmental factors that influenced the development of my characteristics and abilities	Yes	No	Need
6. describe my environment accurately	Yes	No	Need
7. evaluate why it is important to be able to manage one's environment	Yes	No	Need
8. demonstrate how I effectively manage my environment	Yes	No	Need

Figure 7

(continued)

Interpersonal Relations

I CAN:	STEP I		STEP II (Select 3)
9. define reflective listening	Yes	No	Need
10. analyze the skills involved in reflective listening	Yes	No	Need
11. provide examples of how I use reflective listening	Yes	No	Need
12. compare my family to other families	Yes	No	Need
13. predict how I might feel if changes were to occur in my family and new relationships had to be formed	Yes	No	Need
14. define cooperation and competition	Yes	No	Need
15. analyze the differences between cooperation and competition	Yes	No	Need
16. analyze the similarities between cooperation and competition	Yes	No	Need
17. describe controlling and influencing forces in my environment	Yes	No	Need
18. explore ways I have been and am being controlled or shaped	Yes	No	Need
19. describe my feelings and responses toward those who are shaping my behavior	Yes	No	Need

Figure 7

Integrating Needs Assessment Information

It is common practice to describe needs assessment as a way of determining the discrepancy between what exists and what is desired. If this practice is observed rigidly, only contemporary needs will be recognized and the needs of the past, or those which have been filled, may be overlooked. When asked to respond to a need statement, individuals would be justified in asking whether it made a difference if the statement represented a need they felt was important but was being satisfied, or if it was a statement that represented an unmet need. From a program planning perspective it is important to know which needs are being met as well as which needs deserve additional attention.

The opportunity to respond to a relevant sampling of needs is another important point. Simply stated, how can a need be identified if no one presents the statement? Limited coverage, insignificant choices, or redundancy may distort a needs survey. As a result it is often advantageous to use an adopt-adapt strategy for selecting and modifying needs statements from existing instruments rather than constructing new ones. See the Guidance Curriculum and Program Assessment Manuals. This avoids the possibility of overlooking important need areas and insures a broad spectrum of possible needs to be assessed.

A final point to keep in mind deals with the question of who should be assessed. The answer is anyone who is involved in the educational process, including those responsible for receiving education. This includes students, educators, parents, community members, employers, and graduates.

Students: This group should receive top priority in any needs assessment. Who knows more about students than students? Students can tell you what they need as a group and as individuals. They also will let you know whether or not the current program is meeting their needs.

Educators: Assessing this group will give you their perceptions of student needs as well as perceptions of their own needs.

Parents: This group will help you identify what they feel their children should learn from school experiences. Including them in the needs assessment process offers them an opportunity for involvement in planning the guidance program. As a result of their personal involvement they may be more willing to offer their support.

Community Members: Included in this group are individuals who are not employers, yet, they support the school financially. Information from this group may give a somewhat different perspective to the same type of information gained from an assessment of parents.

Employers: Those who are responsible for hiring graduates of your school system or for hiring students still in school have definite ideas about the outcomes of education they expect. Including employers in the needs assessment process will give the school an opportunity to know what employers expect as well as offering the employers a chance to know more about the guidance program.

Graduates: An assessment of this group can provide information about the effectiveness of the guidance program for those who are applying their skills in post-high school pursuits. They can help identify areas that are of the most benefit as well as areas that need strengthening.

Because of time and resource limitations, you may not be able to assess all of these groups. If you must restrict the number of groups to be assessed, students and educators should receive attention first since they are the ones most immediately involved. It may be that you could assess students and educators the first year and then assess members of the other groups in following years. It is important, however, that each of these groups be assessed at some point in the continuing needs assessment process.

Additional Needs Assessment Data

There are many other resources that are available to guidance curriculum planners which could contribute input to the assessment of needs. For example, perceptual data in the form of respected opinions could be obtained from such resources as State Department of Education goals, U.S.O.E. goals, books and journals, project reports, commissioned reports, or competency-based graduation requirements.

Another type of needs assessment data is performance data from long term outcomes and relevant outcomes. Long term outcomes could include such items as placement data, drop-out data, employment records, and social records (e.g., mental health, corrections, family service, etc.).

Examples of relevant outcomes would be comprised of state assessment of life role skills, achievement tests, educator ratings of performance, educator grades, employer ratings of performance, student reports of performance, and competency check lists.

The following table gives an overview of the needs assessment input available and the types of data each resource could contribute.

Table 9

Needs Assessment Input

Primary Sources	Procedures	Information
1. Students	Needs Surveys	Perception of contemporary concerns
	Achievement Tests	Performance data
	Demographic Questionnaire	Special needs/characteristics
	Activities Surveys	Experiential data
2. Teachers	Needs Surveys	Professional perception of contemporary concerns
	Observations/ Ratings	Performance data
3. Employers and Community	Needs Surveys	Perception of employee preparation and community needs
4. Literature	Books and Journals	Perception of societal needs
	Taxonomies and Competency Statements	Developmental stages and relationships
	State Department Guides	Concepts and goals
	Project Reports	Validated outcomes
5. Administrators	Community Questionnaires	Continuing education
	Follow Up Studies	Placement data
	Summary Reports	Demographic data
6. Former Students	Follow Up Questionnaires	Demographic characteristics, curriculum satisfaction, preparation satisfaction

Needs Assessment: Final Reports

Perceptual Data. The purpose of this task is to assemble needs assessment data and produce a final document(s). The final report may be a singular document which consolidates the various needs survey reports, or it may be a summary-type document which presents basic findings, with separate needs survey reports serving as attachments.

Regardless of the format in which the results are presented, the needs assessment committee should assure that the following information is included:

1. A description of the surveyed populations by selected educational, demographic, ethnic, and sociometric characteristics.
2. The categories and items from each category that are derived from the survey instruments.
3. Summary and reporting formats used with each survey instrument.
4. Summary data for each group surveyed.
5. Comparative results discussed in terms of domains and items. Amount of difference may be especially important.
6. A list of needs assessment committee members and others who participated in this needs survey.

When designing the format and determining the content of the report, the task force must take into consideration the purpose for producing such a report, and who is going to make use of it. The *primary audience* to use the information produced in the report consists of those persons directly associated with the needs assessment study. The *secondary audience* to benefit from receiving such a report will be the teachers, principals, and subject matter specialists.

Performance Data. The final report should be relatively short. The task force should assure that at least the following information should be included in the report:

1. The reporting format includes the following information:
   a. the identified educational concerns;
   b. the developed preferred student outcome statements;
   c. the current student outcome statements;
   d. the detected discrepancies;

e. the source of data documenting the discrepancies;

f. the developed student need statements;

g. the identified student target population;

h. selected target population characteristics;

i. results of the discrepancy analysis.

2. A description of the procedures used in the discrepancy detection and analysis processes.

3. Identification of those persons who participated in this task.

4. Any tables, graphs, and interpretations produced during the accomplishment of the task.

Once a draft of the report has been prepared, the task force may wish to submit it to selected persons for review and editing. When the draft has been edited, revisions made, and redrafted into its final version, the report should be submitted to the total needs assessment task group for review, discussion and approval.

Decide What Stays and What Goes

By this time guidance personnel have documented something they already knew; that a number of activities for which they are responsible are not guidance activities at all or are, at best, only tangentially related to guidance. These activities have become a part of the guidance program over the years, perhaps by someone's design, but more likely by default. As guidance personnel know, too, no matter how they became part of the program, once they are, it is difficult to remove them. And, what is worse, these responsibilities consume valuable time and resources; time and resources that are needed to conduct the actual guidance program.

In addition, guidance planners are now aware more then ever before, that modifying an existing program is more difficult than beginning a new program. The task of modifying a program is complicated for many reasons, but particularly because you cannot take a vacation from traditional duties while the modification process takes place. In a very real sense guidance staff are caught in the situation of remodeling their program while they are working in it.

The Priority Setting Process

A Comprehensive Guidance Program might conceivably respond to all identified needs in an efficient and effective fashion. However, the resource needs of a comprehensive program, along with the other current demands on educational resources, make this an unlikely possibility. Therefore, priority setting will probably become a definite decision making problem.

Deciding who should participate in priority setting and in what fashion becomes the initial concern. In spite of sophisticated needs assessment procedures with input from many sources, it is possible to maintain arbitrary priority setting power. The needs assessment, goal/objective development, and priority setting system should be thought of as an inclusive package wherein all are treated together. For example, as student needs are assessed from various groups a weighting system or sampling method may be used to represent each group in terms of their item responses. A process such as the Delphi technique may be used to reach consensus without conflicts by utilizing controlled group feedback and the summarization of opinion. Priority setting concerns are generated from the following elements.

Priority Setting Elements

I. Societal Needs

1. level of pupil performance
2. youth stated needs
3. other (community, educator, parent) stated needs
4. state goals and national goals

II. School Resources

1. materials, facilities and equipment
2. personnel
3. time
4. process (staff development)
5. community support
6. administrative support

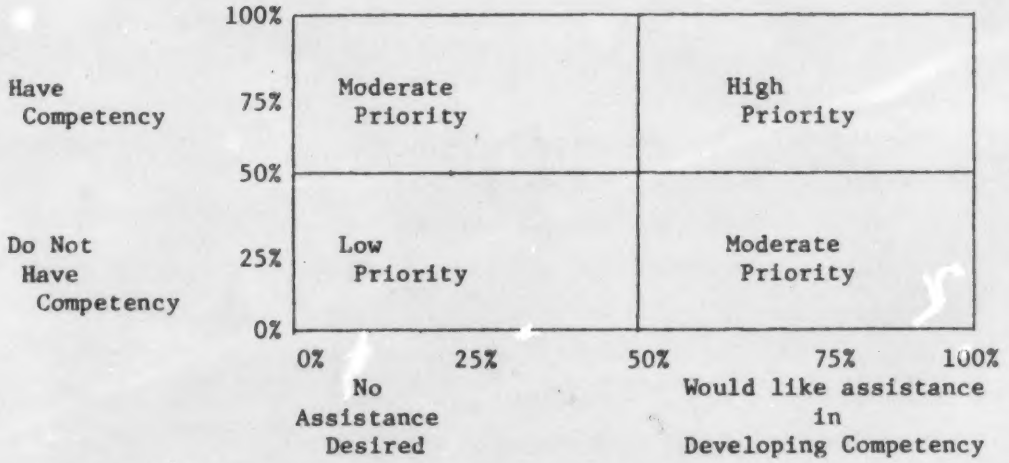
III. System Readiness

1. community attitude
2. developmental needs
3. complexity and interactive effects
4. educational climate

Some administrators may contend that the operational aspects of the educational system will impose constraints and thus determine priorities. How feasible are the goals and can they be achieved within the resources available? The goals themselves may be too complex or difficult to achieve. Also, the demands on school resources, such as staff development, may be so great that methods to achieve goals could not be developed. In most instances, educators, or those closely associated with school operations, would respond to such concerns.

The simplest priority setting procedure is to rank a predetermined set of goals suggested by an authority such as the State Department of Education. It is also relatively easy to use frequency of response by students on a perceived needs assessment instrument as the basis for converting items into a priority list. First, students respond in terms of most important needs and secondly, in terms of those needs which they would like the school to help. The "wants assistance" ranking becomes the priority list.

Competency Priority Matrix



As more groups and other elements are taken into consideration, the more complex becomes the priority setting procedures. Some form of a weighting system may be used.

Student performance data often receives the most weight. Perceived needs that overlap with performance based needs would thus be at the

top of the list. The combining of needs statements from performance and perceptual sources is important.

A final ranking based on system constraints and available resources should *not* drastically change the priority order if both performance and perceptual data are used. The new program would have serious difficulties if drastic changes occur.

Prioritized Student Needs Summary Report

Planners should divide the task into two subtasks. One subtask would produce a report of the activities and products. The second subtask would consist of the development of a summary of the entire needs assessment study.

Activities and Products:

1. Describe the procedures used in the prioritization process. If surveys were conducted, then (1) the procedures implemented to identify and select the participants; (2) the procedures used to implement the surveys; and (3) the procedures used to collect, process, analyze and report the results of the surveys should be included.
2. Include all instruments, data analysis and reporting formats.
3. Summarize the results of the prioritization process. (Provide a list of the prioritized student need statements and other information resulting from the data analysis process).
4. Provide a list of those persons who participated in the operation of the prioritization process.
5. Provide a description of those persons who participated in the prioritization process (educator and non-educator groups).

A draft of this report should be prepared and submitted to the planning committee for review and approval. Once approved, planners should determine what information from *all* reports that have been developed to include in a summary report of the needs assessment study.

Summary Report. The final report of the needs assessment study should be one which is designed to be distributed to all interested persons. Some of the persons or organizations to receive the report are:

1. Members of the local school board.
2. Superintendent.

3. All principals.
4. All persons who were responsible for operating the needs assessment study.
5. Teachers (selected number of copies per school).
6. All persons or organizations that provided services or information.
7. The news media.
8. All persons from whom specific information was collected (surveys, conferences, etc.); and
9. The State Department of Education.

The report should be designed in such a way as to present the findings of the study in a concise and understandable manner. Only the pertinent information, that information in which all persons listed above would be interested should be reported.

Basic Information. The final report should contain at least the following information:

1. A brief discussion of the purpose for the needs assessment study.
2. A brief description of the activities included in the study.
3. A list of the planning committee, task force groups and other persons directly involved in implementing the study.
4. The selected goals, competencies, or educational concerns selected as providing the parameters of the study.
5. The desired student outcome and competency statements developed for use in the study.
6. The current student outcome statements based on and documented by data collected during the study.
7. The developed student needs/competency statements based on detected discrepancy between desired and current student outcomes.
8. The priority ranking of the need/competency statements, indicating those needs/competencies classified as top priority.
9. A description and location of those students constituting the target population(s).

In addition, the summary report should include an identification of those student competencies/outcome areas in which the collected data indicates that students are performing as expected. Keep in mind that

the needs assessment process serves a dual purpose: (1) it identifies those areas which are weak; and (2) it identifies those areas which are strong.

The information listed above can be extracted from the appropriate subfunction reports. All other collected information should be available in the appropriate offices for examination. There are probably several formats which can be designed to report the above information. Planners may want to consider either providing the above information on one page for each statement, or, creating a sheet with multiple columns, with each column labeled with the information items above.

When planners have produced a first draft of the needs assessment report, it should be submitted to a group of reviewers who represent the persons or groups to receive the report. The reviewers should read for clarity, understanding, and accurateness. Any revisions, based on the reviewers' comments, should be made. A final draft of the report should be developed and made ready for distribution. Prior to its distribution, the planner should formally present the report to the superintendent and school board.

Planners are now ready for one of the most crucial steps in the entire program improvement process. The questions to be answered now are, What stays? What is modified? What goes? and, What happens to what goes? To help answer these questions, two sets of data collected previously are used--data from the assessment of the current program (See Part II) and data from the assessment of perceived student needs. Both sets of data are used in the context of the newly selected structure for the guidance program. The basic strategy to be employed is called the *displacement strategy* in which desired guidance program activities replace undesired or inappropriate activities or duties.

Support for the displacement strategy is provided from two types of analyses. The first is staff time analysis and the second is discrepancy analysis. Both approaches are used to provide rationale for suggested program changes and to point out program directions for the future.

Staff Time Analysis. One basis for supporting the displacing of undesired or inappropriate duties with desired guidance activities

is to examine the amount of staff time required to accomplish the undesired or inappropriate duties. This is one place where the two sets of data collected previously are used. Following is an example of a hypothetical guidance program. The guidance staff first analyzed where they were spending their time by keeping track of their activities and the time spent completing them. Table 10 presents the distribution of counselors, time at the high school level based on their assessment of the time needed to carry out their current activities.

Table 10

Distribution of Staff Time
Current High School Program

Guidance Function Areas	Functions	Percentage
Educational Curriculum	Student Skills/Tutorial Staff Development/ Inservice	8
Resource Coordination and Development	Career Information Financial/Scholarship Job/Postsecondary Education Placement	10
Counseling	Student Advisement Student Counseling	10
Administration	Scheduling/Registration Student Records Co-curricular Activities	72
	TOTAL	100

By keeping a log, this hypothetical school guidance staff found they were spending only 25 percent of their time carrying out activities related to the improved program they were proposing. Seventy-five percent of their time was devoted to administrative-clerical duties. The staff had decided previously that their improved program would focus on helping students achieve outcomes in the four domains previously identified. The staff also had previously conducted an

assessment of student needs using items derived from the chosen goals and objectives of the improved program. Based on the results of this assessment it was obvious that a different distribution of guidance staff time was required. Table 11 presents their recommended time distribution for the high school.

Table 11

Distribution of Staff Time
Improved High School Program

Guidance Function Areas	Functions	Percentage
Educational Curriculum	Student Skills/Tutorial	25
	Staff Development/ Inservice	
	Curriculum Development	
	Program Evaluation	
	Teaching	
Resource Coordination and Development	Career Information	35
	Financial/Scholarship	
	Job/Postsecondary Education Placement	
	Change Agent	
	Guidance Materials Management/Development	
Counseling	Student Advisement	40
	Student Counseling	
Administration	Scheduling/Registration	0
	Student Records	
	Co-curricular Activities	
	TOTAL	100

As can be seen from a comparison of Tables 10 and 11, the staff decided their goal would be to increase time spent on activities in each of the program components of the improved program. Previously they determined they had spent about 25 percent of their time doing that. For the improved program they felt they should be spending approximately 70 percent of their time helping students achieve outcomes in the four domains. The move toward 70 percent was supported by the data from the

assessment of student needs. In addition, it was decided that scheduling, handling attendance, and supervising clubs would be eliminated as activities in the improved guidance program. Two additional areas, continued program development and research, were added.

To see the full scope of the program K-12, the same information which was just presented for the high school level, is presented now for the middle school and elementary school levels. Tables 12 and 13 present the distribution of staff time for the current and recommended middle school programs while Tables 14 and 15 present the distribution of staff time for the current and recommended elementary school program.

Table 12

Distribution of Staff Time
Current Middle School Program

Guidance Function Areas	Functions	Percentage
Educational Curriculum	Study Skills Information	12
Resource Coordination and Development	Career Information Referral Agency Coordination	10
Counseling	Student Advisement Student Counseling	63
Consultation	Faculty Consultation	3
Administration	Scheduling/Registration Public Relations Co-curricular Activities	12
	TOTAL	100

Table 13

Distribution of Staff Time
Improved Middle School Program

Guidance Function Areas	Functions	Percentage
Educational Curriculum	Study Skills Information Curriculum Development Career Education	13
Resource Coordination and Development	Career Information Referral Agency Coordination	9

Table 13 Continued

Guidance Function Areas	Functions	Percentage
Counseling/Special Group Needs	Student Advisement Student Counseling Special Population Services	66
Consultation	Faculty Consultation	3
Administration	Scheduling/Registration Public Relations Co-curricular Activities	9
	TOTAL	100

Table 14

Distribution of Staff Time
Current Elementary School Program

Guidance Function Areas	Functions	Percentage
Educational Curriculum	Study Skills Information Staff Development/ Inservice	20
Resource Coordination and Development	Referral Agency Coordination Community/Citizenship Activities	5
Counseling	Student Counseling	70
Administration	Student Records	5
	TOTAL	100

Table 15

Distribution of Staff Time
Improved Elementary School Program

Guidance Function Areas	Functions	Percentage
Educational Curriculum	Study Skills Information Staff Development/ Inservice Curriculum Development Career Education Teaching	50
Resource Coordination and Development	Referral Agency Coordination Community/Citizenship Activities Change Agent Field Trip Coordination Guidance Materials Management/ Development	30
Counseling	Student Counseling	20
Administration	Student Records	0
	TOTAL	100

An individual counselor in a middle school might plan their week to look like this schedule on page 112. Note that all the components of a comprehensive guidance program are included in this schedule.

Discrepancy Analysis. Another basis for supporting the displacing of undesired or inappropriate duties with desired guidance activities is the results of a discrepancy analysis. Is there a discrepancy between what you want your guidance program to accomplish and what your guidance program seems to be accomplishing? A discrepancy analysis will help you formulate statements that can be used to support program changes. Information gained from the perceived needs assessment can be contrasted with information obtained in the current program assessment (Part II). This procedure allows you to compare your desired guidance outcomes and activities with the actual guidance outcomes and activities that currently exist. If this comparision results in a

Table 16

Middle School Guidance Program
Counselors' Weekly Time Allotments
30 Hours In-School; 10 Hours Out-of-School

In-School 30 Hours/Week 6 Hours/Day	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 9:00	Miscellaneous	Counseling	Individual Counseling	Individual Counseling	Miscellaneous
9:00 - 10:00	On Call	On Call	1/2 On Call 1/2 Miscellaneous	On Call	On Call
10:00 - 11:00	Guidance Curriculum	Guidance Curriculum	Guidance Curriculum	Guidance Curriculum	Guidance Curriculum
11:00 - 12:00	Individual Counseling	Testing	Testing	Testing	Individual Counseling
1:00 - 2:00	Guidance Curriculum	Guidance Curriculum	Guidance Curriculum	Guidance Curriculum	Guidance Curriculum
2:00 - 3:00	Teacher Consultation	Teacher Consultation	Teacher Consultation	Teacher Consultation	Advisement Meeting
Out-of-School 10 Hours/Week 2 Hours/Day	Community Contacts for Resource File	Guidance Staff Meeting	Community Contacts for Classroom Visitation & On-Site Visit Program	Preparation for Special Programs	Personal Research
	Administrative and/ or Staff Meetings	Teacher Groups	Community Contacts for Classroom Visitation & On-Site Visit Program	Staff Meeting for Individual Advisement Programs	Parent Groups

significant discrepancy, a statement reflecting this analysis can be used as authoritative fact. The following example illustrates this procedure.

Preferred Student Outcome: Students, parents, and educators agreed (Perceived Needs Assessment) that prior to exiting the fourth grade, all students should be able to demonstrate career decision-making skills within or exceeding their range of expectancy.

Current Student Outcome: May, 1980, CRT test results indicate that 600 fourth grade students in Boone County, 390 or 65 percent are achieving within or exceeding their expectancy range in demonstrating career decision-making.

Detected Discrepancy: 35 percent, or 210 fourth grade students.

Data Source: CRT Career Development, published 1974.

Description of Assessment Population:

Type of Student: All students, except those classified under special education categories.

Level of Students: Grade 4

Number of Students: 600

Special Characteristics: Sex, race

Based on this analysis, the following questions are asked and answers provided concerning the impact of decision making activities for fourth graders.

Question: To what extent does the data indicate that the detected discrepancy affected a large proportion of the assessment population?

Analysis Technique: Mathematical subtraction between preferred and current outcome statements.

Finding: 35 percent of the assessment population was affected.

Question: To what extent does the data show that the detected discrepancy has persisted across time?

Analysis Technique:
(a) Examination of student performance data for past three years.
(b) Comparison of summarized historical data with desired student outcome statements.

Finding: Detected discrepancies of approximately same magnitude for the last three years.

Question: To what extent does the data show that the detected discrepancy was substantial?

Analysis Technique: Distribution of assessment population by race, sex, expectancy range; reported in numbers and percentages.

Finding: 35 percent of the population was deficient, thereby evidencing a substantial discrepancy.

Question: To what extent is the detected discrepancy selective, i.e., was it found to be more highly associated with certain segments of the population than others?

Analysis Technique: Distribution of assessment population by race, sex, expectancy range; reported in numbers and percentages.

Finding: Male population most affected.

These findings suggest that while a majority of fourth graders demonstrate career decision making skills as measured by the CRT Career Development Test, a substantial number, 35 percent, were deficient in those skills. Moreover, among the 35 percent who were deficient, males were most affected. This discrepancy along with those identified across the other activities of the guidance program serve as beginning points for program modification (displacement) particularly when these data are combined with other data sources such as staff time analysis and needs assessment.

To illustrate this point, suppose planners decided to use staff time analysis and discrepancy analysis to help you decide what goes and what stays in the program. From the discrepancy analysis they found out that 35 percent of your fourth graders were unable to demonstrate career decision making skills within or exceeding their range of expectancy. An inspection of staff time revealed that the guidance personnel responsible for conducting decision making activities in the fourth grade had spent an inordinate amount of time doing individual interviewing and testing. Add to this the information from the needs assessment which revealed that fourth graders, particularly males, felt they wanted more help on increasing their decision making skills. Armed with these results planners are in a position to make an authoritative statement concerning what activities should be displaced. What

goes in this situation would be the inordinate amount of individual interviewing and testing by guidance personnel to be replaced by guidance personnel spending more time assisting fourth graders, particularly males, to work on their decision making skills. Other special services staff, such as special education personnel, may need to assume some of the individual interviewing and testing functions.

Decide How to Handle Displaced Activities

The question of who handles displaced activities if the guidance staff does not is an issue that is not often discussed but should be. For example, in some circumstances in the secondary school, the time of guidance personnel might be better spent working directly with students to improve their life skills rather than to do credit checks. A possible solution is that credit checks could be and should be incorporated into the role of advisor in an advisory system. In this way, credit checks become an all staff responsibility, not a time consuming activity for one group of staff members.

Another activity which most guidance staffs would like to displace in secondary/middle schools is scheduling or student registration. Note that the guidance staff of the high school proposed that they drop student registration from their list of activities (See Tables 10 and 11.) This raises the following questions: If the guidance staff does not do scheduling, who will? and, How will this necessary activity be completed? One answer to these questions is to say that this activity is a total school staff responsibility and that the various departments in the school are responsible to work together to accomplish it. For example, the vast majority of scheduling or registration can be done in one day using a university-type scheduling system. It does not have to be done one student at a time by guidance staff over a period of three to four months. Many school districts have found this out already and have moved to an all staff involved student registration.

Another problem area for counselors is cumulative records. Often counselors are asked to maintain the cumulative records; to in effect become the school registrar. Those of you who have this responsibility

know that it is time consuming. The answer to this problem is to work toward hiring a registrar or at least clerical personnel to do the job.

A more recent problem for many counselors, particularly at the elementary level, is P.L. 94-142, the Education for All Handicapped Children Act. In many states there is state legislation on the same topic. The cornerstone of P.L. 94-142 is the individualized education programs (IEPs) which must be developed for individuals and reviewed annually. Often school counselors have been given major responsibility for IEP development and all of the coordination that this requires. While counselors have a key role to play in this process, it is not their role entirely. Additional personnel and materials may be needed to comply with the law.

As guidance staff is considering these problem areas that have just been discussed as well as those which you may have in their own school district, go back and again consider the basis on which decisions are made to displace activities. The basis for these decisions begins with the assessment of the current program. As noted previously, this involves:

1. identifying current guidance activities
2. identifying student competencies which result from those activities
3. cataloging current resources
4. gathering perceptions about the current program
5. keeping track of counselor time

Then, using the information collected from the assessment of the current program, and the information obtained from reviewing a program model, you selected the structure for your improved program. Next the final list of student competencies K-12 was agreed upon. This final list was the result of keeping those competencies from the current program that fit into the new program, and adding others to round out the final list.

Once this was done, guidance activities and resources were matched to the competencies on the basis of how well they assisted students achieve these competencies. Activities from the current program which

fit were kept. Some new activities and resources probably were added. Those activities from the current program that did not fit became the target for displacement. The assessment of student needs (competencies) provides data from students, parents, staff, and the community about the importance of the competencies and the corresponding appropriate activities and resources. The assessment also provides data about which competencies (and hence activities and resources) should be emphasized at which times in the overall program. Staff time analysis and discrepancy analysis provide ways to analyze data and develop rationale for program changes.

Develop Timetables and Activity Schedules

Once a way to organize the improved guidance program has been chosen, decisions concerning student competencies to be achieved have been made, and appropriate guidance activities and resources to be incorporated into the program have been developed, the next step is to establish timetables and activity schedules. This is another one of those important steps in the program improvement process because it provides still another opportunity for the guidance staff to make their program visible; visible in the sense that others can see the totality of the program and the resources and time required to carry it out. This step also is important because of the discipline required to lay out timetables and activity schedules. It forces guidance staff to think through carefully how the program will unfold before it actually does.

To accomplish this task it is recommended that timetables and activity schedules be developed for each of the major components of the program. The components suggested are the *guidance curriculum, individual planning, responsive services, and systems support.* Examples of different activities for these four components are in Table 17.

Since the guidance curriculum is the largest component in terms of competencies, activities and resources, it is suggested that staff start with it first. Another reason for starting with it first is that it contains the most activities and resources which will require the cooperation and assistance of other staff; hence longer term planning is needed.

Table 17

Program Components for
Comprehensive Guidance Programs

Guidance Curriculum Activities

Courses (examples only)
- Career Development
- Psychological Education
- Social Studies

Units or Mini-Courses
- Human Relations Training/ Communication Skills
- Reading and Study Skills
- Health Development/Leisure Skills
- Human Sexuality
- Marriage and Family Living
- Consumer/Daily Living
- Moral Development Education

Individual Planning Activities

Advisory System
- Education/Career Planning
- Parent Involvement Program
- Decision-Making Skills
- Values Clarification

Self Placement Program
- Employability/Job-Seeking Skills
- Personal Credentials Development

Work Exploratory Experiences
- Home-Based
- Community-Based
- School-Based

Independent Learning Projects
- Multi-Media Kits/Materials
- Career Guidance Centers
- Computer Interaction System

Responsive Activities

Developmental Guidance Groups
- Personal/Interpersonal Understanding
- Achievement Motivation
- Test Anxiety/Relaxation Training
- Drug Awareness Education
- Assertiveness/Expressiveness Training

Group Counseling
- Divorce Adjustment
- Death Education
- Conflict Resolution
- Personal Growth

Individual Counseling
- Crisis Intervention
- Personal Development

Consultation
- Staffing/Referrals

Peer Counseling
- Interest/Aptitude/Personality Testing

System Support Activities

Staff Development Program
Standardized Testing Program
Program Planning and Management
Parent Education Groups
Student Government Program
Orientation Programs
Supervision/Training of Para-professionals and Peer Helpers
Community Relations
Materials Development
Process/Outcomes Evaluation
Alternative Funding

*Suggested Exemplary Components for Comprehensive Guidance Programs, John C. Dagley, University of Georgia, 1980.

The first step then, is to develop a timetable chart for the guidance curriculum by grade level groupings (See Figure 8). To do this, list the months of the school year, or the entire year if summer work is planned, across the top of the chart and the activities to be accomplished through the curriculum down the side. Then time lines are laid out showing when an activity would begin and when it would end. When completed each of the grade levels would have a guidance curriculum timetable.

Major Activities	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
1.												
2.												
3.												

Guidance Curriculum Timetable

Based on this overall picture more specific activity schedules (some planners call them Task-Talent-Time charts) are developed. These charts also are labeled by the grade for which the activities are scheduled. They begin with the content areas, goal, and competencies, identify the target group and then specify the activities to be used, when they will be done and by whom.

Activities and Resources. A list of desirable activities and resources is drawn up, and, finally, choices are made of the preferred activities and resources. The following groupings of activities and resources may be helpful in getting started.

INSTRUCTIONAL AND GUIDANCE PROCEDURES

A. Reading Printed Materials

- Narrative
- Programmed
- Cartoon booklets
- Kits

Figure 8

Guidance Program Schedule

Guidance Team Middle School

Content Areas and Goals	Competencies	Target Group (Who)			Process (How)	Dates (When)	Deliverers (Who)	Activity Description #
		Grade	No.	Setting		Start End		
I. Self Understanding B. Students will develop and incorporate an understanding of the uniqueness of themselves and others.	Students will analyze how personal characteristics, abilities and interests relate to job fields	8th	All 8th grade students	Social Studies Class	Classroom Activity	Oct 5 Nov 2	Counselors: Ms. Hill Mr. Morgan	I.B.-8.1
		8th	All 8th grade students	Guidance Center	Counseling (small groups) Commercial Kits & Information	All Year	All Counselors	I.B.-8.2
	Students will define their unique values, interests, and capabilities.	9th	All 9th grade students	Counselor's Office	Individual Assessment	Start End April May	All Counselors	I.B.-9.1
			All 9th grade students	Gym Class	Classroom Activity	Fall Semester	All Team Members	To Be Developed

Figure 8 Continued

Guidance Program Schedule

Guidance Team Middle School

Content Areas and Goals	Competencies	Target Group (Who)			Process (How)	Dates (When)		Deliverers (Who)	Activity Description #
		Grade	No.	Setting		Start	End		
III. Expressing Ideas A. Students will develop and incorporate an understanding of various methods of expression in their daily lives.	Students will analyze situations when a written expression of opinions and beliefs is an effective means of influencing others.	9th	All Student	All English Classes	Classroom Activity	Oct 14	Dec 2	All English Teachers Counselors: Ms. Hill Mr. Morgan	III.A.-9.1
	Students will demonstrate skills necessary to express their opinions and beliefs in written form.	7th	All Students	All English Classes	Classroom Activity	Oct 14	Dec 2	All English Teachers Counselors: Ms. Jones Mr. Smith	III.A.-7.1
	Students will examine their own methods of expressing opinions and beliefs.	8th	All Students	All Social Studies Classes	Classroom Activity	Jan	Mar	All Social Studies Teachers Two Counselors	III.A.-8/1

Figure 8 Continued

Guidance Program Schedule

Guidance Team Middle School

Content Areas and Goals	Competencies	Target Group (Who)			Process (How)	Dates (When)		Deliverers (Who)	Activity Description #
		Grade	No.	Setting		Start	End		
VII. Achievement Motivation A. Students will develop and incorporate skill in planning and setting goals.	Students will contrast goals they desire to complete with goals they expect to complete.	8th	All 8th grade Science Classes	Science Class	Classroom Activity	Feb	Mar	Ms. Jones Mr. Taylor	VII.A-8.1
		8th 9th	Counselees	Counselor's Office	Counseling (Group)	Spring Semester		All Team Members	To Be Developed
	Students will evaluate the importance of setting realistic goals and striving toward them.	9th	All 9th grade Students	Counselor's Office	Individual Planning	March April May		All Team Members	To Be Developed
		9th	All 9th grade students	Social Studies Classes	Classroom Activity	Start Oct	End Dec	Ms. Hill Mr. Morgan	To Be Developed

B. Observing

- •Live demonstrations
  - -Peer student models
  - -Cross-age models
- •Live dramatizations
- •Films
- •Filmstrips
- •Slides
- •Videotapes
- •Any one or all of the above observational media followed by guided practice supervised either by the models or by counseling personnel.

C. Listening

- •Radio
- •Sound recordings
  - -Records
  - -Audiotapes

D. Interacting individually and/or in groups with

- •Counseling personnel
- •Community resource persons

E. Practicing behavior under simulated conditions

- •Simulation games
- •Simulated work
- •Role playing
- •Behavioral rehearsal

F. Gathering personal assessment information

- •Responding to instruments measuring personal characteristics
- •Collecting information from other people
- •Self-assessment activities

G. Participating in computer supported programs

H. Using on-line computer technology

DIRECT-INDIRECT INTERVENTION

A. Direct Interventions--Learning Activities Employed Directly with Students

- •Developmental Activities
  - -*Orientation-in.* Orienting students for a new school level, a new educational system (e.g., individualized education), an innovative guidance program, or a new specific school setting.

-*Personal Assessment.* Helping students understand and develop their own abilities, interests, physical attributes, personal and social behaviors and values and preferences related to available career opportunities in six areas.
-*Personal Choice Opportunities.* Assisting students to consider choices in each of the six areas of behavior--the career need areas.
-*Personal Problem-Solving Skills.* Enabling students to make wise decisions and plans and to use the information gained in personal assessment and personal choice opportunities.
-*Formulating and Pursuing Personal Goals.* Assisting each student to formulate and to pursue his goals and his plans for achieving these goals in each of the six areas of behavior.

•Prescriptive Activities
-*Within-School Learning Experiences.* Working with one or more students having learning, social or personal problems in the six areas of behavior.
-*Orientation-out Prescribed Learning Experiences.* Providing prescribed learning experiences for students at critical times, (e.g., beginning a new job, dropping out without specific plans, enlisting in the military).

B. Indirect Interventions--Services provided on behalf of students

•Interventions implemented through providing assistance to assess and possibly to modify:
-aspects of the educational setting and system
-school personnel
-home and neighborhood factors
-community resources (e.g., health, social, and welfare agencies; business and industries)

•Interventions implemented through:
-guidance related research and evaluation-experimentally controlled studies of guidance and counseling materials and procedures, follow-up studies, and analyses of changes in the characteristics and needs of the student population.

The next step involves listing all possible activities and resources--the task is to narrow down the list of all imaginable activities and resources to those which seem possible; to those which could be carried out. The key point in this step is *not* to eliminate activities and resources you could do but may not want to do. Next, in Step 3, the task is to list all desirable activities and resources. Here is where local constraints and personal values come into play. Possible activities and resources can be reviewed in light of such things as:

Magnitude: How much of the total school population or program will be affected?

Complexity: How many other changes will it incur?

Convenience: Can it be developed and operated locally or will it require outside consultants?

Flexibility: How rigid must the method be followed to be successful?

Distinctiveness: Is it new and different?

Interaction with other programs: Does it stand alone or require other programs to be involved for success?

Readiness: Can it be applied immediately?

Cost: What are initial costs and future funding needs?

Content: Is the content an innovation or a redo of an old method?

The next task in the organization of the program is to actually choose the guidance activities and resources that will assist students to develop the competencies that have been decided upon. To complete this task it is suggested that planners use the results of the current program assessment already completed. Take those current activities and those current resources that are in keeping with the improved program being designed; those that have the potential of assisting students to develop the chosen competencies and place them in the appropriate grade level grouping.

In addition, examine carefully the listing of activities and resources previously identified for possible new activities and resources (or perhaps ways of rewording current activities and resources) to add to those from the current program. There are many other such lists which you also may wish to examine for possible ideas. Check with a local University or your State Department of Education for possible

additional lists. Also keep in mind that there probably will not be a one-to-one match between a specific activity and resource and a specific competency. Often a single guidance activity or resource may result in the achievement of a number of student competencies.

To illustrate how an activity may be written and to show its relationship to the goals and competneices of the guidance curriculum suggested in Section III, here are two examples. Both examples are from the Content Area: Problem Solving. Both also relate to Goal B; one is for the fourth grade and one is for the tenth grade. You may wish to consider this format for your own activity descriptions. Note that each activity is on one page, with additional pages for work sheets and to record evaluations. These activities follow a straight forward outline showing a direct relationship to the intended content area, goal, competency, and performance indicators. See Activities on pages 129 through 135.

Establish a Budget

In the assessment of the current program, one of the tasks was to review the financial resources available. In the review, planners may have found that the financial resources were described in terms of a well-defined budget in which all of the money spent on guidance including salaries was part of the budget. Or they may have found that only money for such items as testing materials and a few other guidance resources was included. Or, perhaps there was no budget at all. Within the budget policy guidelines for the local school district, guidance planners need to establish a budget. As they are doing so, consider such major categories as:

1. Personnel
    a. Counselors
    b. Secretarial-Clerical
    c. Fringe Benefits

2. Materials and Supplies
    a. Office Supplies
    b. Testing Materials
    c. Reference Books
    d. Career Literature

3. Equipment and Maintenance

4. Professional Development

   a. Meetings
   b. Consultants

5. Travel

6. Communication

7. Research and Evaluation

A majority of the funds for a guidance program probably will come from local sources. There are, however, funds from other sources of which planners need to be aware. Federal legislation is one source. Currently, Federal legislation dealing with employment, training, and education offer the greatest potential for funds. For example, the Comprehensive Employment Training Act Amendments of 1978, Title IV--Youth Programs, provides funding through Prime Sponsors for schools to conduct programs to serve in-school youth. Contact the Prime Sponsor in your area or your State Department of Education for more information.

The vast majority of Federal funds for education are distributed through your State Department of Education. Currently, some funds for guidance are available from the Career Education Incentive Act (P.L. 95-207) and the Educational Amendments of 1978 (P.L. 95-561) through Title IV, Part B. A new part, Part D (Guidance, Counseling, and Testing), was established for guidance under this legislation but no funds were appropriated. If and when funds are appropriated, then guidance funding will shift from Part B to Part D. In addition to these funds, funds also are available for guidance through Vocational Education legislation. Presently, such money is authorized under the Educational Amendments of 1976, Title II (P.L. 94-482).

Most of these sources will not fund an entire program. They do, however, provide dollars for aspects of a program such as establishing a career center or maintaining a testing program. Also, most of the time access to these funds is through a proposal or the development of a written plan.

Modify Guidance Facilities

Now that the program structure and the selection of student competencies for which you will assume responsibility has been completed, the next task is to review the physical facilities for the program. The reason that physical facilities are so important is that they often provide students with their first and sometimes lasting impression of the guidance program. Staff and parents also gain impressions about the guidance program and the work of the counselors through the physical facilities of the program. If a guidance office has many filing cabinets prominentally displayed containing student records and in addition has the master schedule on the wall, it implies that this is the only thing that counselors want to do. If, on the other hand, the office space is organized as a guidance center, then another message is conveyed.

The question is, What impression do you want your program to convey? Your answer to this question will be answered in part by the program structure you selected and the student competencies for which the program will assume responsibility. Our bias suggests the use of a career resource center approach to organizing guidance program facilities. In Section III you will recall there was discussion of career centers as well as identification of several excellent references which provide in-depth information about how to set up and operate such centers.

At one time space was at a premium in most schools. Counselors were fortunate to have an office. While this is still true in some schools, most schools have more space available due to smaller enrollments. The best space is that nearest the place where student traffic is heaviest.

Problem-Solving
Goal B
P.I. 1, 2, 3
Grade 4

Activity Example #1
INTERESTS CHANGE

Problem-Solving
Goal B: Students will develop and incorporate the ability to anticipate and cope with change.
Competency: Students will describe how interests and capabilities can change.
Performance Indicator(s): Students will be able to: 1) describe their interests and capabilities, 2) describe interests and capabilities that have changed, and 3) describe reasons why interests and capabilities can change.

Activity Objective

Students will describe their current interests and capabilities and discuss how and why they have changed.

Activity

Total Time: one class period
Suggested Subject Matter Area: Social Studies
Materials/Resources: For each student five pieces of heavy stock drawing paper the size of greeting cards; crayons, water colors, or felt-tipped pens for each group; a pencil for each student; some samples of juvenile birthday cards which indicate the age of the recipient (optional)
Educator's Preparation: Be familiar eith entire activity, collect samples of different age birthday cards.

Directions:

On the chalkboard, brainstorm a list of students' hobbies, interests, and things they'd like to own or do.

Have students discuss and describe the things they do which are especially enjoyable to them.

If you have a sample of a children's birthday card, show it to the students. (Perhaps you found one that says on the front, "Happy Birthday to a Big Six Year Old!".)

Have them think for a moment about the subjects of the illustrations on such cards. Ask why certain subjects are chosen (to appeal to children's tastes, interests, and capabilities at various ages). Have them think of what their interests are now and what objects and activities might represent these interests. Ask them to think of a gift they'd like to receive for their next birthday. The gift can be an object, a privilege, or an experience. If the gift is something they *really* want, chances are it represents a current interest.

Now explain that they are to prepare a birthday card for themselves which illustrates the gift they'd like to receive for the coming birthday. Remember, it can be an object, but it can also represent a privilege or an experience. On the inside they can write a message they'd like to hear.

Then ask them to think back to two years ago and make another birthday card showing a gift they wanted and/or received--just as long as it represents their tastes, capabilities, and/or interests two years ago.

Have them proceed backward, making a card for every other year until age four or five, depending on their present age.

Now have them lay the cards out in front of themselves in chronological order. Process the activity by a class discussion. Ask them:

- if their interests and capabilities depict change taking place
- if there is some continuity to their interests and capabilities
- how their interests and capabilities have changed
- when their interests and capabilities may have changed
- to categorize their interests and capabilities
- if the cards illustrate objects or experiences
- to discuss why they think there has been changes in their interests and capabilities

Evaluation

Students should be able to:

- describe two of their present interests and one of their present capabilities
- describe their interests and capabilities at age one and age six
- describe how those interests and capabilities are different from their present ones
- describe three reasons why interests and capabilities can change

See Evaluation Form for INTERESTS CHANGE

Teacher _____ *Date(s)* _____

ACTIVITY EVALUATION FORM

INTERESTS CHANGE

Problem Solving Goal: B Grade: 4

Students are able to:

1. describe two of their present interests and one of their present capabilities.
2. describe their interests and capabilities at age one and age six
3. describe how those interests and capabilities are different from their present ones
4. describe three reasons why interests and capabilities can change

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1 INTERESTS	2 1 and 6	3 DIFFERENT	4 CHANGE
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				

Problem-Solving
Goal B
P.I. 1, 2, 3
Grade 10

Activity Example #2
"GROWING CONCERNS"

Problem-Solving
Goal B: Students will develop and incorporate the ability to anticipate and cope with change.
Competency: Students will predict some of the concerns they will have as they get older.
Performance Indicator(s): Students will be able to: 1) provide examples of the concerns of older persons, 2) explain why these concerns exist, and 3) predict and explain some of the concerns they may have as they get older.

Activity Objective

Students will become familiar with the concerns of older persons.

Activity

Total Time: three to four class periods (plus homework)
Suggested Subject Matter Area: Social Studies
Materials/Resources: three interview report sheets per student
Educator's Preparation: Be familiar with entire activity. Duplicate copies of interview report sheets. If there are rest homes, retirement villages, or centers for the aged in the community, the educator could arrange for volunteers for the student.

Directions:

Introduce the activity to students, explaining that anticipating change often helps us cope with change and that this activity is designed to help them anticipate and predict some changes they may experience based on interviews with older persons.

Explain to the students that they will be required to interview three older persons of various ages/generations. The class should establish by consensus what an "older person" is (i.e., an age range), and should brainstorm a list of interview questions designed to establish the concerns of the persons. These questions could include the following:

- What has been the most trying time for you in the last five years?
- What was the reason for your concern?
- What has been the most pleasurable experience for you in the last five years?
- What do you worry about the most?
- What makes you angry?

Hand out three interview report sheets to each student. Explain that these are to be brought to class (completed) for use on the next discussion day. (This assignment is best made over a weekend or long holiday to allow enough time for completion and a greater chance for contact with older relatives.)

On the next discussion day, have each student report to the class the concerns each older person expressed. As the concerns are revealed, write them on the board and tally how often the concerns are expressed as each student reports. Rank the concerns as to their frequency of occurrence. Next, analyze the concerns to determine whether a trend exists as to particular concerns at given age levels.

Divide the class into small groups and assign a concern for each group to discuss in terms of reasons for the concerned. Have each group report their thoughts to the rest of the class.

Have each student write an essay predicting the concerns they may have as they get older and why these concerns may exist for them.

Evaluation

Students should be able to:

- provide four examples of concerns of older persons
- indicate the general age groups where these concerns occur
- give a description of the needs that accompany the four concerns listed above
- predict two concerns they may have as they get older and explain why these concerns may exist for them

See Evaluation Form for "GROWING" CONCERNS

INTERVIEW REPORT SHEET

Your Name _____ Date of Interview _____

Name of Person Interviewed _____ Age of Person Interviewed _____

_____

MY NOTES ON THE INTERVIEW

_____

Teacher _____ *Date(s)* _____

ACTIVITY EVALUATION FORM
"GROWING" CONCERNS
Problem Solving Goal: B Grade: 10

Students are able to:

1. provide four examples of concerns of older persons
2. indicate the general age groups where these concerns occur
3. give a description of the needs that accompany the four concerns listed in #1
4. predict two concerns they may have as they get older and explain why these concerns may exist for them

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1 CONCERNS	2 AGE	3 NEEDS	4 PREDICTION
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				

Part Five:
Maintaining and Evaluating an Improved Program

Organizing and implementing an improved guidance program is a difficult task. As difficult as it is, however, it may be an even more difficult task to maintain an improved program; to maintain it so that it does not revert back to its original form. To assure that the program does not revert back, a number of activities require attention. These include (1) providing support and reinforcement to staff; (2) making program adjustments; (3) extending public relations activities; (4) providing for planning and development activities; (5) continuing an enlightened staff development program; and (6) establishing a record keeping system to support the competency based guidance curriculum.

Maintaining the Program

Provide Support and Reinforcement. Part of the difficulty of maintaining a program stems from problems associated with trying to change staff work behavior patterns. It is relatively easy to do something new once, particularly if it is highly visible. Also, some staff members may sabotage the improvement process by going along with a new activity once, but then, when it is over, they withdraw their support from repeating that activity. As a result, it is important to build into the program maintenance process ways of assessing the need for reinforcement and ways to provide such reinforcement.

Since the need for reinforcement occurs over time, it is important that at least part of the staff development program be designed to provide for such reinforcement. Skill building and discussion sessions that take place on a regular basis are mandatory. Such sessions should

be planned to coincide with specific events in the guidance program. A calendar of guidance activities and staff team building sessions should be projected each year.

Major Program Adjustments. As the program unfolds there will be times when it is necessary to make program adjustments. These adjustments should be fine tuning adjustments. They are not the major types made as a part of the initial program improvement. Some activities will need time for installation and as a result may not be appreciated at first.

The kinds of changes to be made most often in fine tuning a program are:

- Modification of timetables
- Modification of activity schedules
- Substitution or modification of activities
- Substitution of resources
- Changes in student competencies at various grade levels
- Modification of public relations activities
- Changes in staff development programs
- Realignment of staff assignments
- Provision of more structure or explicit directions
- Extended preparatory planning

Extend Public Relations Activities. To maintain your improved program, a continuation of public relations activities is necessary. This does not mean to suggest that public relations alone will make a program successful. This does mean, however, that public relations are an integral part of a comprehensive guidance program. This point is made here to underline the importance of continuous public relations activities to the success of the guidance program. Public relations activities are needed over the life time of the program.

There are many public relations strategies that can stimulate public awareness, understanding and acceptance of the guidance program. However, a personal approach, which has an appeal to a particular individual or group through a direct personal presentation, is more likely to get a favorable response than an impersonal appeal. Effective

communication means tailor-made presentations especially designed for the situation, time, place, and audience.

Although the content of a presentation is determined in part by the audience, there is a core of material from which all presentations will be prepared. It is important that the core material reflects the improved program; a comprehensive guidance program based on needs assessment data, organized around individual outcomes, containing appropriate evaluation and feedback procedures.

The next step in planning is to consider how to organize the presentation and what type of presentation to use. A wide range of presentation methods are available. Consider the variety of presentation methods such as forums, panels, symposia, discussion or group interviews, and then think about ways of effectively combining them for the particular presentation. Be aware of the sequence of events (content) within the planned presentation so a particular aspect of presentation content can be related to the most appropriate presentation method.

A final step in planning is to consider the media to be used. The impact that media has on audiences and content is well understood. As a result careful thought must be given to the kind of medium best suited for the presentation content and the audience.

To summarize, some key points to remember in planning a presentation.

1. Carefully delineate the presentation method to be used and the steps which need to be taken to effectively use those strategies.
2. Check to see if the presentation is covering all the principal components of your program.
3. Develop a complete outline of all the organizational aspects of the presentation.
4. Develop plans for the development and use of media.

Providing for Planning and Development. The needs of the educational community changes. Guidance program priorities will need to be re-examined to be able to respond to these needs. A comprehensive guidance program is constantly growing but not necessarily being uprooted. Therefore planning becomes a constant aspect; and, planning time and resources should be built into the guidance schedule.

Planning requires varying kinds of input. Objective data must systematically be collected and reported. Subjective, personalized information often provides a sensitivity not available in data analysis. Contact with a wide spectrum of guidance consumers allows the gathering of a breadth of impact knowledge. Asking for input also conveys the idea that guidance planners care about their needs and knowledge. Naturally input groups will receive output data (summary reports). Participation in program planning provides the opportunity for some degree of ownership. A comprehensive guidance program "belongs" to everyone.

As valuable as local input is there is also, another type of input needed. The professional counselors are responsible for bringing information regarding new guidance developments to the attention of their constituency. Contacts with the State Department of Education's Guidance Unit, counselor education programs and professional associations can provide information and stimulate further exploration. In this sense a guidance program can become proactive rather than constantly being reactive and defensive.

Support for a new guidance program perspective begins with a general comprehension of the basic concepts by *all* staff in a local school district. The first step is to introduce *all* school personnel to the goals of the comprehensive guidance program. An overview is needed before specific details can be understood. As the goals and objectives of the comprehensive guidance program are clarified, questions about the program components can be answered. The orientation should include an explanation of the new and changing roles of administrators, teachers, vocational educators, counselors, and other educational personnel necessary for program delivery.

The following elements are typical of those used to achieve general program orientation:

1. Present the rationale for developmental guidance programs and identify the outcomes sought.
2. Review program development procedures.
3. Review procedures used for infusing guidance goals into existing school programs.

4. Clarify roles for staff members.
5. Clarify program installation procedures.
6. Review program support systems.
7. Develop positive attitudes toward comprehensive guidance program goals.
8. Familiarize staff with program evaluation.

Following a general program orientation, a staff development program should be initiated to prepare staff members for their specific role in the guidance components. The program should assist staff members to assume responsibility for specific program aspects, determine changes from past performance, clarify problems and develop commitment.

Continue Enlightened Staff Development Activities. It was previously recommended that timetables and activity schedules be developed for all of the program components of an improved guidance program. One element of the systems support component was staff development activities. Planners should have developed a timetable and activity schedule for these activities.

A Staff Development Committee should be established to develop procedures and materials for providing the specific skills and understandings needed by staff to successfully implement guidance goals and activities. The specific goals of the Guidance Staff Development Committee might include:

- Developing guidelines for conducting each phase of the staff development program.
- Developing materials to serve as resources in conducting staff development activities.
- Evaluating and modifying staff development activites and materials as indicated by program feedback.
- Coordinating the uses of resources.

The Staff Development Committee could include (1) teachers and counselors responsible for the staff development in the school building units; (2) building principals; (3) support staff representatives; (4) parents; and (5) community representatives.

Staff development should be primarily building-centered. Each building has unique characteristics and thus should have its own staff

development leader. Leaders should be selected because of known leadership qualities to provide staff with direct assistance when needed. They should receive special training and should meet monthly to discuss common inservice concerns. They should be available to support one another in program activities.

One reason some program improvement efforts fail is because sufficient attention is not given to staff needs. Sometimes staff are asked to conduct guidance activities for which they have had no training or the training they had occurred early in their careers before some of the more effective techniques and resources had been developed. Thus it is important to assess staff competencies to find out the competencies they possess as well as the competencies they would like to acquire. To assess staff competencies the same methodology can be used that was used to assess the perceived needs of students.

The results of the staff needs assessment are used to plan the staff competency development program. The staff competency development program should be an ongoing program and should be accessible to all personnel as needed and desired. Individual staff needs assessment should be a personalized activity. The results of this assessment will form the basis for the ongoing staff development program in a specific school building. Although staff will receive preparatory training, it is realistic to expect that additional assistance may be needed.

In summary, a staff development program will be successful if it (1) develops a preparatory program which will make it possible for school district staff to understand comprehensive guidance goals and skills; and (2) develops a plan for continued staff development and growth.

1. Preparatory Efforts
   - General orientation to all staff
   - Staff member training by small groups
2. Continuing Efforts
   - Individual staff development support as requested
   - Building coordinator consultation

Record Keeping. Record keeping demands can become a burden that will topple the best conceived program. A record keeping system should be devised by a task group that represents various interests. The record keeping system deserves the kind of resources and support that will allow it to function and serve both students and staff.

The competency based approach which has been applied to the guidance curriculum will require some attention be given to the development of record keeping procedures. Guidance program planners have probably had experience with maintaining cumulative records, developing individual education plans (IEPs), and more recently, establishing graduation verification procedures for competency based education (CBE). While guidance programming may need to be interfaced, and in some instances integrated with CBE, the central thrust of the guidance mission has a different perspective. Guidance programming is focused on serving the individual student consumer as compared to the CBE focus which is on minimal performance standards for eventual adult societal survival and adjustment. Granted, some of the same trails will be traveled as we assure the basic competencies of each individual student. However, the guidance program additionally must provide for each student's idosyncratic actualization needs; these needs can also be dealt with within a competency development framework. Because of the CBE graduation requirements, which represent an accountability to the public, there is considerable amount of effort directed toward verification/certification procedures. On the other hand, the central feature of guidance programming is toward supporting the student so that they can assume responsibility for their own growth and development. From a guidance perspective, CBE graduation requirements would be placed in the context of an important student responsibility while recognizing that there are also other career development responsibilities to be faced. As CBE performance standards reflect a greater degree of sensitivity to personal life role needs of students, the greater will be the overlap of CBE and guidance objectives.

When a guidance task group begins the process of developing its record keeping plan, the verification needs of CBE and the personalized needs of guidance will probably need to be considered at the same time. Following are some fundamental record keeping and reporting services decisions that will need to be made.

1. *Minimum Guidance Curriculum Competencies.* The district will need to identify the minimum guidance curriculum competencies that will be required of all students. In addition, a decision should be made regarding the total number of minimum guidance curriculum competencies required of each student at each grade level. In general, it is assumed that to increase the number of competencies required of each student at each grade level. In general, it is assumed that to increase the number of competencies will increase the complexity of the district record keeping system.

2. *K-8 Student Performance Profiles.* In preparation for meeting graduation standards the Georgia CBE system has suggested that a *K-8 Student Performance Profile* be forwarded to the secondary school. A *developmental profile* containing each student's response to the guidance curriculum competencies also could be transmitted to the secondary school either as a part of this *profile* or as a separate document. The CBE system expects the *K-8 Student Performance Profile* to include assessment data, academic records and instructional programs completed K-8. Such profiles are to be received by the secondary school well in advance of the fall term in order to allow time for planning diagnostic follow-up activities appropriate for the in-coming class. The *K-8 Performance Profile* would also include elementary results of Statewide Criterion-Referenced Tests.

3. *Location of Competencies within the School Program.* The teaching of a required minimum guidance curriculum competency may be assigned to one grade level, to one course, to several courses, to a guidance competency center, or to a combination of these or other alternatives. A number of important aspects regarding the appropriate placement of competencies within the system need to be considered. For example, will any given competency be taught at only one grade level or be located in only one required course in the program, in more than one, or could it also be acquired in a guidance competency center? If the competency is assigned to a particular grade level is it recorded only at that time or at the time it is demonstrated, even if it is at an earlier grade level?

Where and how is a remedial and/or a compensatory program maintained? This consideration is for students who are not meeting minimum performance expectations or for students who have transferred into the school without previous guidance curriculum learning experiences.

4. *Level of Detail Recorded.* Regarding the amount of detail that will be recorded for each student, a comprehensive district form could list all required goals, minimum guidance curriuclum competencies, and performance indicators which will track the student's progress and will be maintained in the student's file. On the other hand, a check mark on the student's transcript may automatically indicate satisfactory completion of the required minimum performance requirements, as long as the competencies are described fully in district files and in classroom records. Competencies *not* reached may be attached on the form and thus would be detached as remedial/personal programs remove the deficiencies.

If the competencies are classroom based, it will be the teacher's responsibility to teach the competencies, assess student completion of the competencies through performance indicators, and record the completion of each performance indicator and competency. As the end of the course, the teacher will transmit this information to the school office on the appropriate reporting form. (See Figure 9.)

When classroom reports are received in the school office, the data concerning completion of performance indicators and competencies also will be recorded on appropriate forms. The recording form will be the permanent record or transcript. The reporting form will be the student report (report card). The transcript will be filed in the school office and the report form will be forwarded to the student or the student's parent.

5. *Secondary School Certification Records (CBE).* Secondary schools must maintain certification records on each pupil in addition to current permanent records/transcripts. Such data is to be recorded on existing transcripts or attached as a separate document to the official transcript. The purpose of the Certification Record is to verify student performance satisfying each of the Competency Performance

Competency Reporting Form

School/Unit _____ Quarter & Year _____

Class/Grade Level _____ Teacher/Counselor _____

Competency	Self Under. Goal A-Kdg			Self Under. Goal A-Kdg.			Self Under. Goal A-Kdg			Inter. Per. Goal A-Kdg		
Student Name	P.I.	P.I.	P.I.	P.I.	P.I.	P.I.	P.I.	P.I.	P.I.	P.I.	P.I.	P.I.
Jones, Mary	✓	✓	✓ 9/80	✓	✓	✓ 11/80	✓	✓	✓ 12/80	✓	✓	✓ 1/80
Green, Eric	✓	✓	✓ 9/80	✓	✓	✓ 10/80	✓	✓	✓ 12/80	✓	✓	✓ 1/80
Williams, J.	✓	✓		✓	✓	✓ 11/80		✓		✓		✓

Figure 9

Standards being required for graduation and to identify Carnegie Units required by the State.

Guidance curriculum competency records may be integrated, attached, or kept separately. Some guidance competencies/performance indicators may be used to satisfy locally determined performance requirements for CBE adult life role standards. In this case there should be a clear description of those required for state certification and those required for by the local school district. If the guidance competencies are not related to CBE performance requirements, it may be feasible to supplement or attach guidance curriculum competencies to the Certification Records.

Some guidance programs may wish to keep guidance curricular competencies completely separate and located in the individual student's cumulative folder. If students assume the responsibility for monitoring their Life Career Plan and therefore maintain their own separate recording system (in addition to official school records), the record keeping would be part of the Advisory System operation.

Some combination of the above is also possible. For instance, a district may use some guidance curriculum competencies/performance indicators for CBE certification as well as having them be the central vehicle for developmental guidance and personalized advisement (individual planning) system.

6. Performance Profiles. According to Georgia's CBE system, secondary schools must maintain Performance Profiles monitoring student progress toward the Competency Performance Standards required for graduation. This is in addition to current academic data or progress reports maintained as part of the student's permanent record folder. Each local school system develops Performance Profiles compatible with their existing recording system. The Student Performance Profile is used by school systems to satisfy the legal criteria for any types of performance-based or achievement-based graduation requirements. Such profiles reflect the appropriate diagnostic and prescriptive educational plans for each individual student. They also document adequate notification of performance difficulties to students and parents.

Again, as with the K-8 Performance Profile, guidance curriculum competency development could be kept as a part of the CBE system or as a separate system. As previously suggested in the discussion related to Certification Records, some guidance programs may prefer to relate this monitoring process to the Advisory System with a focus on individual student life career planning rather than checking progress toward achieving CBE performance requirements.

Evaluating the Program

The entire program improvement process is evaluation-based. Evaluation is ongoing, providing continuous feedback during all steps of the process. Evaluation is not something done only at the end of the year to see how some part of the program came out.

The purpose of evaluation is to provide data to make decisions about the structure and impact of the program. The assessment of the current program described earlier is an example of gathering data to make decisions about ways to improve the current program. It also provides a baseline against which planners can make judgments about the impact of the program on students, staff, and the community.

Process Evaluation

There are two types of evaluation. The first type is called process evaluation. The second type is called product evaluation. Process evaluation is exactly what it says. It is evaluation of the processes used in a comprehensive, developmental guidance program to help students attain the outcomes (competencies) of the program. Process evaluation involves collection of data which shows how the program actually was implemented; it pinpoints what was done to whom under what circumstances. As a result, sometimes process evaluation is called formative or implementation evaluation.

Parts of this evaluation discussion were adapted with permission from Wellman, F. W., & Moore, E. J. Pupil personnel services: A handbook for development and evaluation. Washington, D. C.: U. S. Office of Education, August, 1975.

The major mechanism to be used in process evaluation is a program monitoring and reporting system. This system should be established at the beginning of the program improvement process. The results will help planners determine where more support is needed, where minor adjustments should be made, and whether or not to phase out nonproductive elements. As planners are getting this system under way, they also will be beginning preliminary work on product evaluation--most likely the gathering of pretest student outcomes data.

As the process evaluation unfolds be alert to possible unanticipated side effects. Sometimes activities will create effects not foreseen when put into operation initially. The program monitoring and reporting system should be sensitive enough to pick up these effects so that they can be handled immediately or can be explained when they appear in later process or product evaluation results.

The following outline may serve as a checklist you may wish to use to collect data for your program monitoring and reporting system.

Program Monitoring and Reporting System
Brief Interview/Short Answer Report

Teacher/Counselor _____ Grade _____

Implementation Dates _____ Goal/Competency _____

1. Activity/process-What did you do?
2. Student involvement--What did they do?
3. Student reactions--How did they react?
4. Successes--What worked?
5. Greatest difficulty--What changes/deletions?
6. Unanticipated effects--What were they?
7. Evaluation--Did it achieve what you wanted?
8. Resources--What was used? How did they work?

Go _____ No Go _____ Change _____

This checklist or one like it can be used by a task group charged with the responsibility for process evaluation. A master time schedule should be drawn up showing when during the year program monitoring will

take place, where it will take place (grade level, classroom), and with whom. It is not necessary to monitor each guidance activity in the program at all grade levels with all students. A sample of activities across guidance program components, grade levels, and students is sufficient. (See Table 18.)

Product Evaluation

Student outcomes and competencies are the products of a comprehensive, developmental guidance program. Product evaluation is the measurement of these outcomes both at strategic points during the implementation of the program and at completion of the program. Develop a plan for conducting product evaluation just as they did for process evaluation. The process of laying out a product evaluation plan involves a number of decisions. Decisions need to be made about ways to design the evaluation; also the instrumentation needed; when to collect data; who will collect it; and how it will be analyzed. Following are four designs for evaluation.

1. Predetermined Criterion Standard Comparisons

Evaluation based upon predetermined criterion standard comparisons is especially applicable for evaluating a guidance curriculum. The process of specifying posttest performance expectations for students is one way to evaluate competency-based programs. This means that a local district will need to establish minimally acceptable performance standards for a competency by indicating the percentage of students in the target population who must attain a particular outcome in order for the program to be considered successful. For example, if it is expected that 95 percent of the students will be able to select a course of study consistent with their measured interest and ability then the minimum acceptable performance level has been established at 95 percent. The specification of the minimally acceptable level should occur at the same time that the competency is stated initially. There are no hard-and-fast rules for deriving performance standards. Rather they usually are derived from professional judgment based on the experience of staff members. Performance will vary across competencies, rather than being uniform. Factors to consider in setting the minimal

Table 18

Competency - Treatment - Participant Table

Content Area/Goal	Competency/ Grade Level	Treatments	Staff	Participants
Rights and Responsibilities	Grades 4-6 Grades 4-6	Curriculum Infusion	Teachers	Russell, Lee, & Washington Schools
Goal E	Grade 5	Field Trips	Teachers Counselors	Russell School
Elementary Schools	Grades 1-6	Role Models	Counselors	Russell, Lee, & Washington Schools
	Grade 6	Career Kits	Teachers	Lee School
Rights and Responsibilities	Grade 8	Exploration Groups	Teachers Counselors	Social Studies Jefferson Davis Middle School
Goal E				
Middle School				
Rights and Responsibilities				
Goal E				
High School				

performance level for an outcome include the judged importance of the competency, the place of the competency in the developmental sequence, and the probability of attaining the competency.

The next step in the evaluation of competency attainment consists of checking students posttest performance to determine whether the stated acceptable percentage of students did, in fact, attain each competency. Summary data for making this determination consists of a tally of the number of students attaining the criterion level and the computation of the percentage of the target group achieving the competency. When the sample is small, you can complete this process manually with a check mark in a "yes" or "no" column for each student to indicate attainment or non-attainment of the competency. With larger samples or where more detailed information is desired you may wish to use a distribution with means and standard deviations; percentiles can be used as summary data.

2. Pretest Versus Posttest Comparisons

Evaluation based upon pretest and posttest comparisons is another method frequently used within a program. Data are collected prior to exposure to a guidance activity and upon completion of the activity; then these data are compared. The observed differences in the two measures are then interpreted in terms of (1) the statistical significance of the change, (2) the percentage of students attaining a predetermined change standards, or (3) the comparison of change among program and control groups.

3. Control Group Comparisons

Evaluation based upon participant versus nonparticipant (control) comparisons is a more rigorous procedure used to determine cause and effect. The criterion referenced and pretest-posttest comparisons discussed above provide information that is particularly relevant for program development. The crucial questions regarding the cause of the observed performance or change, however, cannot be answered by these types of comparisons. The cause-effect questions are critical in program continuation or elimination decisions and necessitate comparisons of the performance or gains of participating subjects with that

of non-participating subjects. These types of comparisons not only provide planners with evidence of competency attainment of participating students, but also support conclusions that guidance activities were the primary causitive factor in the observed outcomes (where significant group differences were observed).

4. Responsive Observations

Evaluation based upon responsive observations is often used as a supplement to the other designs. Product evaluation provides information to determine whether specified student competencies have been attained. Evaluation data that provides information about what was not predicted or what was unanticipated also is important. Data on unexpected side effects document unintended effects of process operations and process dynamics. The unanticipated outcomes may be either positive or negative. For instance, the predicted outcomes may be achieved but at an unusually high expense of students' time or control over their school day. On the other hand, some of the most valued outcomes of a program may not have been stated in the program planning. This type of evaluation not only looks at unanticipated results but also focuses on student and staff responses to their experiences in the program. Attitude surveys, structured reaction sheets, and case-study techniques can be used to collect this type of data.

Another reason for using a responsive type of evaluation is to provide for case studies that portray effects and impact in a natural and direct manner. Case studies can provide a feel for what has happened that cannot be transmitted by examining hard outcome data. Reports of unusual impact on individual students as reported in case illustrations also can be used effectively in communicating more generalized group findings to the public. Take care, however, that this type of evaluation is not interpreted as the collecting of testimonies.

Selecting/Developing Instruments. The following guidelines are recommended for the selection or development of instruments to be used in the collection of product evaluation data.

1. The expected outcome for each student competency should be measured as directly as possible.
2. The instruments for collecting evaluation data should be appropriate for the intended respondent in terms of content, understandability, opportunity to respond, and mechanical simplicity.

3. Directions for the administration, scoring, and reporting of evaluation instruments should be kept at the minimum to obtain reliable information.

4. The time required for the administration, scoring, and reporting of evaluation instruments should be kept at the minimum to obtain reliable information.

5. Evaluation instruments should meet the tests of validity for the objective, reliability in producing consistent results, and feasibility for the operational situation.

Scheduling Data Collection. The data collection schedule for product evaluation should be set up prior to the initial date of the evaluation period and should specify: (1) the objective for which data are to be collected; (2) the instrument(s) to be used; (3) the group(s) or individuals from whom data will be collected; (4) the time when data will be collected (pretest, posttest, end-of-year, etc.) in relation to the process schedule; and (5) the person(s) to be responsible for the collection of the data. The evaluation design, including the types of comparisons to be made, will dictate most of the decisions relevant to the data collection schedule.

Evaluation data collected for groups to make pretest-posttest comparisons or experimental--control group comparisons need to conform closely to a time schedule related to the process period. Pretest or baseline data need to be collected prior to the initiation of the activities, and posttest data need to be collected at a specified time after the completion of the activity being evaluated. Some designs also may require the collection of data at specified periods during the activity period or as follow-up some time after the completion of the activity. All such data needs to be collected on a predetermined schedule so that all persons involved in the evaluation can make plans and carry out the data collection in accordance with the design.

Staffing for Data Collection and Processing. Adequate staffing to handle the evaluation, including data collection and data processing, is essential. Organize work groups to (1) plan and coordinate data collection and processing; (2) conduct inservice training of teachers or others who will be responsible for the actual data collection; (3) administer the information collecting instruments; (4) handle the clerical details of preparing and distributing instruments, collecting

and organizing completed instruments, scoring and coding data for processing, punching data cards, preparing tables, and preparing evaluation reports; and (5) write and interpret evaluation reports.

The absence of adequate staffing for an evaluation is frequently the underlying cause for the breakdown of the whole evaluation process. Symptoms of inadequate staffing may appear in the form of (1) unmet schedules, (2) resistance from teachers, (3) errors in data processing, and (4) incomplete reports that are not communicated adequately to program and administrative personnel.

The staffing needed for the evaluation cannot be standardized due to the differences in the nature and the size of evaluation projects from school to school. Staffing to conduct a full scale program evaluation for all grades in a large school system obviously will require more leadership and more person hours than will the evaluation of one specific activity in one grade. In any case, large or small, comprehensive or specific, the success of evaluation is dependent upon the assignment of specific time to staff for the planning, implementation, and interpretation of the evaluation.

Collecting Product and Process Data

All data must be collected in accordance with a data collection schedule and with proper administration of evaluation instruments. This process requires careful planning and full cooperation of all persons responsible for collecting or providing the needed information. The following suggestions may be helpful in implementing efficient and accurate data collection.

1. The purposes and details of the evaluation plan should be communicated to all staff members who will be involved in the evaluation process. The threat of evaluation and the added burden of another task can be eased by a full explanation and discussion of all details for implementation before assignments are received by teachers, counselors, and others. Workshops can be used to discuss the data collection schedule, and the instruments that are to be used. A good technique to acquaint teachers and counselors with the evaluation instruments is to let them complete all of the instruments that they will administer. Emphasis should be given to instructions for the administration of all instruments and the necessity for uniform administration for all respondents. Also, where observers are to be used, it is important that they have had thorough training in making and recording their observations.

2. All instruments and evaluation instructions should be prepared and assembled well in advance of the date for implementing and data collection. Careful planning of the logistics of collecting and processing evaluation data will help in avoiding delays and in assuring compliance with the data collection schedule.

3. All respondents (students, teachers, parents) should be informed of the purposes for collecting information, and confidentiality should be assured where appropriate. Steps should be taken to motivate students to the task of completing tests or other instruments as would be done in any other school testing situation. The assumption is made that the responses to evaluation instruments represent the respondent's best effort and an honest response. Any steps, within defined limits, that can be taken to assure the validity of this assumption will increase the reliability and validity of the data collected.

4. The data collected should be identified properly with respect to target groups, date, and person responsible for collection of the data. This simple precaution will help prevent lost and mislabeled data, and will enable follow-up in case questions arise regarding the data.

5. Evaluation tests and other instruments should be scored and coded for processing as soon as possible after the data are collected. The prearranged coding plan should be followed and then rechecked to assure accuracy. Many instruments can be scored and cards punched by machine where the appropriate answer sheets have been used and the equipment is available. Planning for the use of machine scored answer sheets and the related machine punching of data cards will result in greater speed and accuracy in processing evaluation data for analysis. (School systems that do not have their own test scoring equipment and personnel with expertise in data processing should seek assistance from colleges and universities, or commercial agencies that serve their region.)

6. The collection of process evaluation data usually becomes the direct responsibility of the guidance staff. It is crucial that process descriptions be compiled at the time of, or immediately following the activity. Where the process being evaluated extends over a period of weeks or months, the maintenance of activity logs often facilitates the final preparation of the process report. It is next to impossible to reconstruct the process description after-the-fact when detailed records are not maintained during the process period. The involvement of the guidance staff in the preparation of process instruments often reduces resistance to reporting process, and at the same time acquaints the staff with the content and procedures of the process data collection. Also, attention should be given to identifying

target groups, specific activities used, and material and personnel resources needed for the process. These details are absolutely necessary for an adequate process report.

Analyzing Process and Product Evaluation Data. The evaluation design is the blueprint for the analysis of the evaluation data. The analyses should follow the design in all details, however additional analyses may be made where the data warrant and where observations of school staff suggest the need for analyses not included in the original design. For example, the original design may have specified the analysis of gains in occupational knowledge between experimental and control subjects, but staff may have observed that the reading ability of students seem to be related to the criterion outcome. In this case, additional analyses may be desirable to determine the extent to which the observed outcomes were attributable to level of reading ability, and how reading ability might be taken into consideration in program planning.

The mechanics of completing the analysis of evaluation data are important to assure speedy and accurate feedback from the evaluation. Computer assisted analyses are most desirable where a mass of data is involved. Computers, however, depend upon the use of a program appropriate to the analyses, and with a system of checks for errors or inconsistencies in the raw data input. The services of a computer programmer who understands the data and the desired output is essential.

Some types of evaluation information are not easily adaptable to computer analyses and may in fact be more meaningful when analyzed by the guidance staff. For example, subjective counselor reports of guidance activities or certain types of student behaviors may lose meaning if quantified for computer analysis. These subjective analyses may be critical in the interpretation of other outcome data. In addition, small samples of activities or students may not warrant the use of computer analyses, and thus will need to be handled manually. In such cases precautions should be taken to reduce human error to a minimum by establishing checks and rechecks.

Reporting Process and Product Evaluation Results. The reports of evaluation results should be addressed to those persons who have an interest in the basic evaluation questions asked in the evaluation plan. Such persons include district research personnel, program directors, teachers, counselors, the lay public, and funding agencies. The variance in the interests and level of research understandings of these audiences dictates the preparation of separate reports that are appropriate for each group. These diverse interests can be satisfied by preparing (1) a technical report that constitutes a full research report of the design, all statistical data, and the evaluative conclusions; (2) a professional report that focuses on the conclusions regarding the effectiveness of program activities, and recommendations for program emphases and modifications, (3) a lay report emphasizing generalizations that can be made regarding the relationships between program activities and student needs. The basic content of each of these reports is discussed briefly in the following sections.

1. Technical Reports

A technical report should be a complete description of the program being evaluated, the design of the evaluation, the results, and conclusions and recommendations. The following outline can serve for the content of the technical report of a comprehensive guidance program evaluation.

I. Program Description. This part of the report should describe the program being evaluated in sufficient detail for the reader to replicate the process as evaluated. The target groups, the specific guidance activities, and the personnel and facilities used should be described in detail.

II. Evaluation Design. The description of the evaluation design should include a description of procedures used to formulate the evaluation questions and the program objectives. The specific evaluation hypotheses, the comparisons made, the operational definitions or instrumentation, and the types of analyses made for each objective should be described in detail. The case for the design as an adequate approach to answering the evaluation questions should be established in this part of the report.

III. Evaluation Results. The results of the evaluation should be reported in complete detail in this section. Each goal, objective or competency evaluated should be presented with the evidence that it was, or was not, achieved. A summary of relevant descriptive statistics, and of the statistical analyses to test outcome hypotheses, should be reported in proper table form. When a large number of statistical tables are needed to report the results, it may be desirable to place some of these tables in an appendix of the report.

IV. Conclusions, Discussion, and Recommendations. This section of the technical report presents the evaluative conclusions regarding the achievement of the stated goals, objectives, or competencies. The discussion of the outcome findings and conclusions can include subjective explanations and additional hypotheses suggested by the evaluative data. Recommendations that are supported by the evaluation, and relevant to administrative and program decisions, make up one of the most important parts of the evaluation report. This section should provide answers to the basic evaluation questions and discuss the program implications of the findings. The strengths and weaknesses of the program should be identified as indicated by the results. Recommendations for program modifications, and the nature of such modifications, should be presented along with the justifications based on the observed outcomes. Also, this section may include a discussion of the relationship between cost and outcome. Were the results worth the cost?

V. Appendices to the Technical Report. Materials that illustrate, describe, and support the other sections of the technical report may be included as information for the reader. Forms and unpublished instruments should be included as a matter of record and for readers who may not be acquainted with the details of the methods used. Also, detailed descriptions of activities may be included in an appendix if presentation in the body of the report would distract from clarity and readability.

2. Professional Reports

Reports of the evaluation for the professional and administrative staff of the school should be short and concise. Those interested in the details that support this report should be referred to the Technical

Report. The Professional Report should include a brief summary of the findings, conclusions, and recommendations. Often most of this report can be taken directly from the Conclusions, Discussion, and Recommendations section of the Technical Report. Statistical tables should be used only if absolutely necessary to document the outcomes summarized. However, summary charts that symbolically or graphically show the outcomes may be quite helpful. Technical language and reference to specific instruments should be avoided whenever possible. For example, it would be better to say the students had increased career awareness than to say the posttest scores on the Vocational Knowledge Inventory were significantly higher than the pretest scores. This report should communicate in straightforward language what happened to students who received specific guidance activities. Sometimes uncluttered graphs or charts can be used effectively.

Using Process and Product Evaluation Reports

Evaluation reports can be used for a variety of purposes. These include (1) conducting staff development, (2) making program decisions, (3) making administrative decisions, and (4) disseminating information to the profession and the public. Each of these uses is discussed below.

1. Staff Development

Evaluation information can be used for a variety of inservice staff development activities ranging from workshops to research projects and self assessment. The evaluation reports should help counselors, teachers, and other guidance personnel better understand student needs, the relative effectiveness of guidance activities, and promising new approaches to fulfilling their functions in the educational setting. The following suggestions may be helpful in planning staff development activities using evaluation information.

- Orientation of new staff members to the organization and functioning of the Guidance Program.
- Feedback sessions to develop a fuller staff understanding of the major strengths and weaknesses of the Guidance Program. Evaluation without feedback to those involved cannot be justified. Reinforcement of successes can be motivating for the staff while the work in doing an evaluation without feedback can be demoralizing.

- Staff workshops to examine the nature and implications of student needs for the Guidance Program. This type of activity can be helpful particularly in developing staff understanding of the interrelatedness of student needs and the corresponding contributions of the various guidance activities in responding to those needs. Teachers, counselors and other school staff may be so involved in their special interests that they lose sight of the necessity to correlate their activities with those of the rest of the staff. This is particularly true where some staff focus on crisis needs and others on developmental needs.
- Staff-centered program development workshops. Evaluation reports can provide the input to stimulate staff efforts in self examination and program improvement. The examination of the relevance of objectives and of process materials and activities can lead to staff interest in creating and initiating program materials and activities supported by the evaluation evidence.

2. *Program Decisions*

Evaluation information provides the basis for making program decisions. These decisions vary from the broad general issues, such as what activities should be provided, to very specific problems, such as what techniques are most effective in facilitating career decision making among minority group tenth grade students. The value of evaluation results to the program decision-making are related to the evaluation questions asked. These same questions were asked earlier relating to the current program assessment and the implementation process. Here are some to consider:

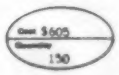
- What are the priority student needs that can be served by the Guidance Program?
- Which guidance outcome should receive the highest priority in program planning?
- What is the relative effectiveness of different activities techniques in achieving specific outcomes?
- What is the response of the Guidance staff and the students to the different guidance procedures and techniques?
- What are the possible side effects of the procedures and techniques that are not directly related to the outcomes?
- What crucial professional program questions have not been answered by the evaluation information and where is there need for further investigation?

3. Administrative Decisions

Evaluation reports are of value to those responsible for decisions regarding organizational patterns, personnel assignments, and resources management. Most evaluations do not provide direct answers to typical administrative questions, but rather provide information from which inferences can be drawn for administrative decision-making. Evaluation information may provide input relevant to administrative questions such as:

- What type of relationships among the guidance personnel produces harmonious and efficient operations, and the expected outcomes?
- Where are the personnel strengths and weaknesses in the Guidance Unit? What are the characteristics of the most effective staff members?
- What was the cost of the outcomes observed? Was the outcome of sufficient significance to justify the cost?
- Where can shifts in personnel or other resources produce outcomes more effectively.
- Where should priorities be placed in the allocation of resources for the Guidance Program?

It is important that all staff be involved in the interpretation of the evaluation results for administrative purposes. Professional explanations of evaluation results will improve the validity of any inferences that are drawn. These explanations will contribute to the accurate interpretation of evaluation results.



Federal law prohibits discrimination on the basis of race, color or national origin (Title VI of the Civil Rights Act of 1964); sex (Title IX of the Educational Amendments of 1972 and Title II of the Vocational Education Amendments of 1976); or handicap (Section 504 of the Rehabilitation Act of 1973) in educational programs or activities receiving federal financial assistance.

Employees, students and the general public are hereby notified that the Georgia Department of Education does not discriminate in any educational programs or activities or in employment policies.

The following individuals have been designated as the employees responsible for coordinating the department's effort to implement this nondiscriminatory policy.

Title II — Loydia Webber, Vocational Equity Coordinator
Title VI — Peyton Williams Jr., Associate Superintendent of State Schools and Special Services
Title IX — Myra Tolbert, Coordinator
Section 504 — Jane Lee, Coordinator of Special Education

Inquiries concerning the application of Title II, Title VI, Title IX or Section 504 to the policies and practices of the department may be addressed to the persons listed above at the Georgia Department of Education, State Office Building, Atlanta 30334; to the Regional Office for Civil Rights, Atlanta 30323; or to the Director, Office for Civil Rights, Education Department, Washington, D.C. 20201.